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ABSTRACT

A broad coverage of the war/peace field is represented by the items in this annotated bibliography and resource guide. It attempts to provide some solutions to questions about what to teach, how to teach it, and, of course, where to find materials. Both disciplines and topics appropriate to social studies courses are represented by books of fiction and nonfiction, articles, films, simulations, and case studies. The first of three sections is comprised of entries on the nature and causes of war, from the perspectives of history, anthropology, psychology, weaponry, nationalism, conflict, aggression, violence, and international system, and population growth. A second section, War Prevention: Approaches and Techniques contains items on such topics as U.S. foreign policy; arms control and disarmament; ethics, religion, and war; world order; futurism; and nonviolence. Each item is coded as appropriate for the average, above average, or superior student, and/or for the teacher. Most entries include price and availability information. The third and last section lists resource organizations in the war/peace field. Addresses and brief descriptions of activities and services are provided. (JLB)

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TEACHING ABOUT WAR AND ITS CONTROL:
A Selective Annotated Bibliography for the Social Studies Teacher

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Editor

SD 002 386

Studies in International Conflict Project
Center for International Programs and Comparative Studies
The State Education Department
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Explanation of Abbreviations and Symbols Used in the Bibliography:

AS — Suitable for the average student. Of course, what is "average" varies enormously from classroom to classroom, school to school and area to area. In the final analysis, teachers and students must decide for themselves upon the difficulty of particular items. The classification according to difficulty, then, is intended only to be suggestive.

SS — For the superior student.

SS/AS — For better students or for those between average and superior.

T — For the teacher. It should be noted that many materials for the student are also useful for the teacher, even though they have not been designated "T". Items marked "T" alone in this bibliography are generally approrpiate only for the teacher.

* — Highly recommended.

PAP. — Paperback. Where there is no designation, the item is probably available only in a hardcover edition.

Introduction

Many teachers have recognized the terrible cost, both human and material, of past and present wars. Also, it is increasingly evident that national defense systems are imposing a serious drain upon resources that are badly needed for coping with problems such as poverty, pollution and urban blight. And yet, despite the enormous outlay of taxes for defense, reasonable national security seems more remote than ever. The nuclear arms race continues, and there is the possibility that one day nuclear war may be resorted to by nations in a world that is becoming more crowded, with an increasing pressure upon diminishing resources to sustain human life.

The problem of war and feasible ways to achieve a reasonable peace is seldom considered in any systematic way in social studies classrooms. Teachers may teach "one damned war after another" in history courses or show an anti-war film, but war and peace have not received the professional attention that their importance deserves. One reason for this is the difficulty in finding out what to teach and how to teach it. What are proper areas for study under the broad and vague headings, war and peace? What can various disciplines tell us about the causes of war and conditions for peace? What kinds

of changes within nations and in the international system may be necessary for the reduction of international violence to tolerable levels? What short of institutions and organizations need to be built or strengthened to prevent war? What techniques and methods best lend themselves to learning about war-peace problems? Where does one find suitable materials? This bibliography is intended to aid the teacher in finding at least partial answers to these questions.

Behind the selection of items for inclusion and their organization are certain assumptions that should be made explicit to the teacher. One is that war can be studied in the classroom as a social phenomenon in the same spirit that such problems as poverty and racism may be studied. Another is that the prevention of war will be the result of the application of human reason and social organization based upon information--not simply from emotional revulsion at the horror of war. Jerome Frank has put it clearly in Sanity and Survival: "Peace education is showing a healthy shift from exhortation to supplying information. It is directed increasingly toward analyzing the obstacles to the development of international order (seen as a problem of systems change) rather than merely emphasizing the evils and dangers of war and the desirability of peace."

Still another assumption is that teachers are obligated to present their students with a range of possible causes of war and alternative possibilities for its control. Moreover, learning theory as well as professional responsibility should motivate the teacher to encourage inquiry into war and peace issues, allowing the student to discover for himself what may be required to reduce violent international conflict.

Selection is an extremely difficult problem because of the dimensions of the subject matter. If we think about it, there is scarcely any human activity that does not relate to whether there is less or more agreement among nations. Today more than ever before issues of war and peace are not confined to relations among governments. What goes on among groups within nation-states can be of great importance. Internal disorder invites outside intervention; weak political and economic systems may be as much of a threat to peace as strong ones.

The problem of selection is increased by the growing realization that large-scale violence and war is related to other problems. For example, if the ecological environment of the planet continues to decline, if depletion of vital and irreplaceable natural resources continues, if population burgeons as it has been--and all this as men's expectations for a decent standard of living rise--then human misery can result in widespread violence, even nuclear war.

The complexity and inter-relatedness of problems calls attention to the highly interdisciplinary nature of the study of war and peace. There is scarcely any field of the social sciences and sciences, as well as history, that has not made important contributions to our understanding of war and war prevention. While not all the relevant disciplines are included, most of those appropriate for social studies courses are assigned sections.

The bibliography also includes certain topics that are important for war-peace studies. Among these are nationalism, U.S. foreign policy, modern war and weaponry and ethics and morality.

Also, the bibliography is so organized as to call attention to the value of using various methods and media, not only because they are advantageous for enhancing learning but because they particularly lend themselves to examining war-peace questions. Films, simulations and case studies are of this kind. In addition, such techniques as the use of data and scenarios offer promise in getting students to consider alternative future worlds, desirable and undesirable.

It is important for the teacher to recognize that the compilation of a bibliography reflects the frame of reference, limitations and biases of the compiler. No two persons concerned with the study of war and peace would even agree as to how the field should be categorized.

A political scientist would organize a bibliography and select items for inclusion very differently from a historian. A liberal would have a different version from a conservative; a Russian certainly would not come up with the same kind of bibliography as an American.

While this bibliography is eclectic and a compromise between a disciplinary and topical approach, with due consideration for methods and media, the process of selection and exclusion has involved certain criteria. These can best be put in the form of questions:

1. Is the item considered important by scholars and educators? (In some cases significance has dictated a selection, even though the item does not meet such criteria as cost or readability.)
2. Is the item up-to-date or based upon recent research when the subject requires it?
3. Is the item readable and interesting?
4. Is the item inexpensive?
5. Is the item readily available?

As has been pointed out, the bibliography is designed to aid the teacher in considering both what to teach about war and peace and how best to teach it. But the bibliography as a whole does not tell

the teacher just where war-peace issues can be taken up in an already crowded curriculum--whether in a special elective course or a problems course; whether as a theme or unit in a European or American history or cultures; or, indeed, in science, English or other courses. However, there is scarcely any subject in the primary or secondary school curriculum that cannot deal with some aspect of war and peace. (Arms race games, or data exercises, for example, could even have a place in a mathematics course!)

Just how war-peace themes and topics can fit into a given course of study or curriculum will depend upon the particular school situation and, especially, the preparation and inclination of the teacher. Fortunately, there are several organizations in the United States that are prepared to help teachers through consulting services, workshops, institutes and conferences. Some of the most important are indicated in the bibliography under Resource Organizations.

A bibliography on such a many-faceted and rapidly changing subject as war and its control or prevention can never be definitive or without mistakes and weaknesses. This one is offered as a tentative and early effort--as at least a start. It is also hoped that the bibliography will be considered by its users as a cooperative endeavor; indeed, the subject is so vast and complex that it must be so considered. Accordingly, teachers and others using the

bibliography are encouraged to make suggestions for the inclusion of additional items and the omission of others, for changes in the evaluation of difficulty of particular items, for alterations in annotations, for correction of mistakes in bibliographical data and for improving the organization.

BIBLIOGRAPHIES

General Bibliographies

T Cook, Blanche Wiesen, Bibliography on Peace Research in History. Santa Barbara, Calif., Clio Press, 1969. $6.50.

Prepared under the auspices of the Conference on Peace Research in History of the American Historical Association; contains such categories as bibliographies and organizations, arbitration, internationalism and world law, "The Politics and Propaganda of Peace and War," "Contemporary Peace-keeping Operations and Studies in Disarmament" and "Works on Vietnam: A Select List."

*T Pickus, Robert and Woito, To End War: An Introduction to the Ideas, Books, Organizations and Work that Can Help. Berkeley, Calif., World Without War Council, 1970. PAP. $1.95.

A most useful annotated bibliography many years in the making; but much more than that--its various sections are introduced by essays that can help in conceptualizing aspects of war and peace. Also includes a description of the work of organizations and periodicals. The range of materials is broad--from children's books to scholarly works; from liberal to conservative.

T "Teaching about the United Nations Family: A Basic Selected Bibliography of Official Publications of the United Nations and its Related Agencies." N.Y., United Nations, 1970. Order from Public Inquiries Unit, U.N., New York, N.Y. 10017.

A short basic list of U.N. materials, with annotations and prices.

Film Bibliographies

*T Dargall, Lucy, "The War/Peace Film Guide." Berkeley, Calif., World Without War Council, 1970. PAP. $.75.

An excellent annotated guide, with films listed under such topics as "The Human Cost of War," "Psychological and Social Roots of War," "The Arms Race and its Effects on Nuclear War," "International Organization and World Law" and "World Development and World Community." Includes both short and feature-length films, how to order films, costs, etc.

*T "Films." American Friends Service Committee, 15 Rutherford Place, New York, N.Y. 10003.

Selected, annotated list of films on such topics as "Attitudes toward War/Peace Issues," "Conscience and the Draft," "Vietnam," etc.

*T "Films." Peace Course Newsletter No. 3 (Spring 1971). Subscription to newsletter, $2.00 per year. Order from The Ad Hoc Committee for Peace Studies, Horace Mann School.

A selected and annotated list of films on war and peace along with a list of major producers of audio-visual materials.

*T "Selected Films on the United Nations." N.Y., United Nations Association, 1970. PAP. $.25.

A most useful annotated guide, which includes films for pre-high school levels.

*T Nesbitt, William A., Simulation Games for the Social Studies Classroom, 2nd ed. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

Simulation games are invaluable for getting students interested in the problem of war and alternative means for its prevention. This book covers all aspects of classroom use of simulation games: the theory of simulation, benefits and limitations, designing games and how they can best be used. Provides an extensive bibliography of available games, including one on international crises and peacekeeping.

I. THE NATURE AND CAUSES OF WAR

Surveys of the Causes of War and Possibilities for Its Control

T Aron, Raymond, Peace and War: A Theory of International Relations. N. Y., Praeger, 1967. PAP.

A heavy volume, but parts can help the teacher in thinking about aspects of war and peace. Chapter XII on "The Roots of War as an Institution" is an interesting examination of various psychological, biological, social and other causes of war.

*T SS Atwater, Elton, et al., World Tensions: Conflict and Accommodation. N. Y., Appleton-Century-Crofts, 1967. PAP. $3.95.

A balanced, clearly-written and well-organized interdisciplinary discussion of factors in international conflict and means of resolution. The chapter headings and sub-heads

provide a useful conceptual framework, including "The Nature of Man, Conflict and War," "Nationalism," "Ideology and World Conflict," "Democracy, Communism and the Conflict of Method," and chapters on various security systems. Each chapter is followed by readings from various points of view. The opening chapter on "The Problem of Understanding World Affairs" could serve as an introduction to any unit on war and peace or world affairs.

*T SS Bramson, Lear and Goethals, George W. (eds.), War: Studies from Psychology, Sociology and Anthropology. N. Y., Basic Books, 1964. PAP. $4.95.

Collects some past and contemporary writings in the three disciplines. Authors include William James, Freud, Erik Erikson, Gordon Allport, Margaret Mead, de Tocqueville and Raymond Aron. Perhaps the best anthology of its kind.

*T SS Buchan, Alastair, War in Modern Society: An Introduction. N. Y., Harper Colophon, 1968. PAP. $1.95.

After discussing changes in warfare over the past century, Buchan deals with the effects of nuclear weapons on international politics, concluding with a balanced survey of the possibilities for controlling war. A rational, lucid, readable introduction to the war-peace field.

*T Falk, Richard A., This Endangered Planet: Prospects and Proposals for Human Survival. N. Y., Random House, 1971. $8.95.

A brilliant examination of mankind's plight and what must be done to survive. The author clearly demonstrates the interrelationship of such problems as population growth, pollution, depletion of natural resources, poverty and denial of human rights with levels of international violence and war. Human problems, incapable of solution by nation-states acting alone, are manageable only by a world order that can promote values all human beings share, such as survival.

*T SS Goldwin, Robert A. (ed.), Readings in World Politics. N. Y., Oxford U. Press, 1959. PAP. $2.25.

Although the title does not so indicate, this is an anthology focusing on aspects of war and peace. Contains selections from the ancient to the contemporary world, from prose to poetry.

*T SS Nesbitt, William A., Teaching about War and War Prevention. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

An interdisciplinary approach to the causes of war and alternative possibilities for world order aimed directly at the secondary social studies teacher. The causes and prevention of war are considered in a framework of man, the nation-state and the international system. Contains practical suggestions for the teacher, especially of history, a bibliography and where to get further information.

*T Waltz, Kenneth N., Man, the State and War: A Theoretical Analysis. N. Y., Columbia U. Press, 1959. PAP. $1.95.

A congenial approach for the history teacher who wishes to add an interdisciplinary dimension to teaching about war and peace. Waltz considers that the problem of war can best be considered through the nature of man, the nation-state and the international system.

*T Wright, Quincy, A Study of War: An Analysis of the Causes, Nature and Control of War, abridged ed. Chicago, Phoenix, 1964. PAP. $2.95.

A shortened and updated version of the original two-volume study published in 1942. This classic should be at every teacher's hand as a reference. Even a perusal of the table

of contents is an education in conceptualizing war. For history teachers such chapters as "The History of War," "Changes in War through History," "Causation and War," and "Nationalism and War," can provide valuable information and data. The unabridged version is expensive; but the tables and graphic materials, which are omitted from the paperback edition, may be worth the price for inquiry possibilities.

T Wright, Quincy, "War," International Encyclopedia of the Social Sciences, Vol. 16. N. Y., Macmillan and The Free Press, 1968. Pp. 453-468.

An excellent introduction by a social scientist who has devoted a lifetime to the subject. Especially useful for the teacher in conceptualizing and classifying war and peace issues.

History of War

T SS Aron, Raymond, The Century of Total War. Boston, Beacon, 1955. PAP. $1.95.

Contains important data and keen insights into the changing nature of warfare during World Wars I and II and the nuclear age.

SS De Tocqueville, Alexis, Democracy in America, Phillips Bradley (ed.), Vol. II. N. Y., Vintage, 1945. PAP. $1.65.

Volume II of this classic, originally published in 1835, has several chapters devoted to aspects of war and peace in America that can be used in U.S. History courses. Chapter XXII, for example, is on "Why Democratic Nations Naturally Desire Peace, and Democratic Armies, War." Chapters XXIII-XXV are on the nature of democratic armies. Chapter XXVI concerns "Some Considerations on War in Democratic Communities."

*AS/SS Good, John M., The Shaping of Western Society: An Inquiry Approach. Edwin Fenton (gen. ed.), Holt Social Studies Curriculum. N. Y., Holt, Rinehart and Winston, 1968. Also Teacher's Guide.

This popular text contains several chapters that involve war-peace issues. See especially Chapter 12, "Nationalism" and Chapter 13, "War and Peace" (actually on World War I). The audio-visual kit that accompanies the text has a fascinating role-playing exercise involving decision-making in the leading 1914 nations of Europe.

T SS Hinsley, F. H., Power and the Pursuit of Peace: Theory and Practice in the History of Relations between States. N. Y., Cambridge U. Press, 1967. PAP. $2.45.

A useful study of the history of the modern state system and international organizations. Also contains summaries of the peace plans of such thinkers as William Penn, Abbé Saint Pierre, Jeremy Bentham and John Stuart Mill.

T SS Montgomery of Alamein, History of Warfare. Cleveland, World, 1968. $15.00.

A colorful, illustrated book with text by the famed World War II British general. For those interested in battle tactics and strategy, the maps are very well done, as is the text.

T SS Nef, John U., War and Human Progress: An Essay on the Rise of Industrial Civilization. N. Y., Norton, 1968. PAP.

On the interrelationship of war and economic development from the Renaissance to post-World War II. Very useful chapters for the history teacher--for example, on "The Material Road to Total War." Nef sees modern war as not economically productive or otherwise beneficial.

T SS Preston, Richard A., et al., Men in Arms: A History of Warfare. N. Y., Praeger, 1962. PAP. $2.95.

A useful reference book for history teachers and students that emphasizes the changing interrelationship of warfare and society. Some chapters can be assigned to students as a part of history courses.

AS/SS Robinson, Donald W. (ed.), As Others See Us: International Views of American History. Boston, Houghton Mifflin, 1969.

Selections from the textbooks of 34 nations on American culture and history. Can provide insight into differences between American perceptions of war and those of others--for example, the Mexican War in the chapter, "Westward Expansion."

T AS/SS Ropp, Theodore, War in the Modern World. N. Y., Collier, 1962. PAP. $1.50.

A clearly-written history of modern warfare as a social phenomenon, that is, in its political, technological and institutional contexts. History teachers may find the chapters dealing with the background to World Wars I and II very valuable.

T SS Toynbee, Arnold J., War and Civilization, from A Study of History. N. Y., Oxford U. Press, 1950.

Toynbee believes that "war has proved to have been the proximate cause of the breakdown of every civilization which is known for certain to have broken down...." This book discusses the problem of war and militarism in various period of history, including the 20th century.

T SS Vagts, Alfred, A History of Militarism: Civilian and Military, rev. ed. N. Y., The Free Press, 1967. PAP. $2.95.

Can be a useful resource or supplement for history teachers who wish to teach war and peace as a major theme in a European history course.

Films

AS "The Battle of Culloden." 69 min. B/W. Time-Life, Inc., 43 West 16th Street, New York, N. Y. 10011. Rental: $50.00.

A moving film on the horror and stupidity of war, using the example of Bonnie Prince Charles' war in the 18th century. An excellent springboard for discussion of why men have fought.

Modern War and Weapons of Mass Destruction

T SS/AS Barnet, Richard J., The Economy of Death. N. Y., Atheneum, 1969. PAP. $2.95.

The short Introduction, "What Is Security?," might well serve to introduce any school unit on world problems, foreign policy or international relations. The author is against current and past U.S. military policy, but the argument is buttressed with a well of data.

T SS/AS Calder, Nigel (ed.), Unless Peace Comes: A Scientific Forecast of New Weapons. N. Y., Viking Compass, 1968. PAP. $1.95.

Articles describe the terrifying prospect for mankind from new weapons if war should break out. Articles by Otto Klineberg, Philip Noel-Baker and Nigel Calder, among others, are readable as well as horrifying.

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T SS/AS Commoner, Barry, Science and Survival. N. Y., Viking Compass, 1963. PAP. $1.35.

Mainly concerned with the effects of scientific developments on the environment. The chapter on nuclear war, "The Ultimate Blunder," is very readable.

SS/AS "The Horror of Bacteriological and Chemical Weaponry." The UNESCO Courier, November 1970. May be ordered from UNESCO, Place de Fontenoy, Paris, 7, France.

This brief summary of a U. N. report describes various chemical and bacteriological agents that have been prepared for warfare. Two boxes graphically show the destructiveness of VX Nerve Gas and Pneumonic Plague.

T SS Kahn, Herman H., On Thermonuclear War, 2nd ed. N. Y., The Free Press, 1961. PAP. $3.95.

A cold-blooded, now somewhat dated sutdy of strategic thinking, it contains some useful parts for teachers. Chapter VIII, "The Real Past," is useful on World War I and II and makes interesting comparisons between the July 1914 crisis and crises of the present and future.

*T SS Rathjen, George W., The Future of the Strategic Arms Race: Options for the 1970's. N. Y., Carnegie Endowment, 1969. PAP. $.60.

A clear, concise, hard-headed explanation of the strategic balance of nuclear weapons, the significance of ABM's, MIRV's and other factors in the arms race and options for arms limitations.

T SS/AS Raser, John R., "The Failure of Fail-Safe," in Kenneth E. Boulding (ed.), Peace and the War Industry. Chicago, Aldine, 1970.

This reprint from the January 1969 issue of Transaction magazine is a very readable and lucid discussion of how decision-makers behave in a crisis and, given this, how seemingly normal men could trigger a nuclear war.

SS/AS Noel-Baker, Philip, "The Arms Race--Escalation of Total Madness." The UNESCO Courier, November 1970. May be ordered from UNESCO, Place de Fontenoy, Paris, 7, France.

A brief, easily-read article on the arms race, with pictures, using data from the authoritative Yearbook of World Armaments and Disarmament, prepared by the Stockholm Peace Research Institute. (The Yearbook may be ordered from Humanities Press, New York, N. Y.; PAP.; $6.50.)

T SS Rose, Steven (ed.), CBW: Chemical and Biological Warfare. Boston, Beacon, 1968. PAP. $1.95.

A collection of readings by authorities on CBW. Selections on legal and ethical aspects may be of special interest in indicating the dilemma of contemporary world society.

T SS Scoville, Herbert, Jr., Toward a Strategic Arms Limitation Agreement. N. Y., Carnegie Endowment, 1970. PAP. $1.00. Order from Taplinger Publishing Company, 29 East 10th Street, New York, N. Y. 10003. Quantity discounts.

The focus is on the possibility for a freeze on nuclear weapons, but the booklet also takes up the state of the arms race and strategic weapons as deterrence. A useful glossary of terms included. A difficult but vitally important subject made clearer.

SS/AS Stonier, Tom, Nuclear Disaster. Cleveland, World, 1964. PAP. $2.45.

Describes vividly and scientifically what would happen from a nuclear explosion over a city, not only immediately from heat and blast but later from fall-out, genetic damage, social collapse, etc.

T SS/AS Thayer, George, The War Business: The International Trade in Armaments. N.Y., Avon, 1969. PAP. $1.25.

Students might find especially meaningful the Prologue, "The Age of Arms" (22 pages), which is a discussion of the growth of modern armaments.

SS Waskow, Arthur I. (ed.), The Debate over Thermonuclear Strategy. Problems in American Civilization series. Boston, D.C. Heath, 1965. PAP.

Readings from various points of view on nuclear strategy, survival and the methods of preventing nuclear conflict. Authors include Herman Kahn, Robert S. McNamara, Leo Szilard, John F. Kennedy, Barry Goldwater and J. William Fulbright. An important and useful book for American History courses using a problems approach.

*T "World Military Expenditures, 1970." Washington, D.C., Economics Bureau--U.S. Arms Control and Disarmament Agency. PAP. $.60. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

An eye-opening 37-page booklet. The clear graphs can be used with an overhead projector for inquiry into many questions about security, power relationships and how much is spent of "guns" instead of "butter" (over 200 billion on arms).

Films and Filmstrips

AS "The Age of the Megaton." 21 min. N. Y., Doubleday Multi-Media, 1971. Film strip, with 12" LP record. $15.00. Also available with cassette tape, $16.00.

An excellent program by Robert Hanvey on the meaning of nuclear weapons as deterrents.

SS/AS "Bomb." 30 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6.75.

History of development of nuclear bomb and the problems from proliferation of nuclear reactors. Methods for controlling nuclear proliferation taken up. (NET series)

SS/AS "Germ and Chemical Warfare." 30 min. B/W. Produced by CBS News. Inquire about rental from Carousel Films, 1501 Broadway, New York, N. Y. 10036.

Can be used to raise questions about the functions of modern warfare and the need for a system that would abolish germ and chemical methods of fighting.

SS/AS "Good Times, Wonderful Times." 70 min. American Documentary Films, Inc., 336 West 84th Street, New York, N. Y. 10024. Base rental: $100.00.

Bitter satire on 20th-century war, contrasting people at a cocktail party with the horrors of World War II.

SS/AS "H-Bomb over U.S." 10 min. Color. Syracuse U. Film Rental Library, 1455 East Calvin Street, Syracuse, N. Y. 13210. Rental: $7. 50.

Through animation, maps, miniatures and other means, the film portrays with striking effect the results of a 10-megaton H-bomb dropped over Los Angeles.

AS "1,000 Cranes: The Children of Hiroshima." 24 min. B/W. C. C. M. Films, 866 Third Avenue, New York, N. Y. 10022. Rental: $12. 50.

A poignant film on the long-range aftermath of the atom bombing of Hiroshima.

SS/AS "Prospects of Survival." 30 min. B/W. Indiana U. Audo-Visual Center, Bloomington, Ind. 47401. Rental: $6. 75.

Discusses chemical and biological warfare developments and nuclear weapons spread among irresponsible powers, and what might be done about the situation.

AS "A Short Vision." 7 min. Color. Encyclopedia Britannica Corporation, 425 North Michigan Avenue, Chicago, Ill. 60611.

Animated cartoon showing destruction of all life in a city by a nuclear bomb. The film makes a strong impact.

AS "The Soldier." 7 min. B/W. Father Peyton's Family Theater, 7201 Sunset Boulevard, Hollywood, Calif. 90046.

A film of exquisite beauty--and delayed horror--of the death of a soldier on a seemingly deserted beach.

*AS "Vivre (To Live)." 8 min. B/W. Contemporary Films, 330 West 42nd Street, New York, N. Y. 10036. Rental: $7. 50.

An excellent introduction to the problem of war today, using newsreel clips from about 1938-1958.

AS "The War Game." 47 min. B/W. American Documentary Films, Inc., 336 West 84th Street, New York, N. Y. 10024. Rental: open.

What happens to an English town hit by a hydrogen bomb. Best not shown without preparation and follow-up.

AS "Weapons Revolution." 29 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6. 75.

Explores weapons revolution from World War I on with film clips. Examines problem of total war and nuclear war, and offers suggestions as to what might be done.

War and Society

SS/AS "American Militarism." Look magazine, August 12 and 26, 1969. $. 50 each.

Examination of the military-industrial complex, pros and cons.

T Eckhardt, William and Lentz, Theodore F., "Factors of War/Peace Attitudes." Peace Research Reviews, Vol. I, No. 5 (October 1967). Order from Canadian Peace Research Institute, 514 Chartwell Road, Oakville, Ontario, Canada.

Interesting data on attitudes, including studies of militarism and nationalism in the U. S. and elsewhere.

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T Hickman, Martin B. (ed.), The Military and American Society. Beverly Hills, Calif., Glencoe Press, 1971.

Readings on the military and society and the military-industrial complex. Contains as an epilogue an essay by John Kenneth Galbraith, "Controlling the Military."

T SS Hoffmann, Stanley, The State of War. N. Y., Praeger, 1968. PAP. $2.75.

Not all parts of this book will interest the teacher, but some essayswill, especially "Roulette in the Cellar: Notes on Risk in International Relations," which vividly presents the nuclear security system and suggests some alternatives.

AS Morris, Marjorie and Sauers, Don, And/Or: Antonyms for Our Age. N. Y., Harper & Row, 1967. PAP. $2.50.

Juxtaposed photographs, mainly on the themes of violence and love, war and peace. It "is a book against war.... Its cry is Peace!" Excellent for opaque projector; or, if pages are cut out, for bulletin board.

SS/AS Report from Iron Mountain on the Possibility and Desirability of Peace, with introductory material by Leonard C. Lewin. N. Y., Dial, 1967. $5.00. Dell PAP., $1.95.

Purports to be a report by a commission to study whether peace is possible, or even desirable. Its conclusion is that peace is "probably unattainable" and that it is "certainly not... in the best interests of a stable society to achieve it." This clever hoax can be used with students to examine attitudes about war and possibilities for peace. Teachers should be aware of the arguments by experts about why the book is a spoof that appeared in Transaction magazine, January/February 1968. The Transaction pieces have been reprinted in Kenneth E. Boulding (ed.), Peace and the War Industry, Chicago, Adline, 1970.

AS/SS Szent-györgyi, Albert, The Crazy Ape. N. Y., Grosset & Dunlap, 1971 PAP. $1.95.

A famous Nobel prize-winning biologist's thoughts for the young on many topics, including war and other forms of violence. Some of his ideas will be objected to; but this clearly-written book should be thought-provoking to students, whatever their ability.

T Thomson, Murray, "Militarism 1969: A Survey of World Trends." Peace Research Reviews, Vol. II, No. 5 (October 1968). $1.00 if payment sent with order. Order from Canadian Peace Research Institute, 514 Chartwell Road, Oakville, Ontario, Canada.

A succinct overview of militarism, including size and expense of armed forces and weapons around the world. The tables are useful for inquiry with students.

Population Growth, Ecological Deterioration and Denial of Human Rights

(Also see section below titled "Futurism.")

SS/AS Chase, Stuart, The Most Probable World. Baltimore, Penguin, 1969. PAP. $1.45.

A clearly-written book intended to prepare people for the kind of world in which they are probably going to have to live. Trends in technology, population, crowding, energy use, the arms race, etc., are discussed.

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*SS/AS Ehrlich, Paul R., The Population Bomb. N. Y., Ballantine, 1968. PAP. $1.95.

This book by a Stanford scientists pulls no punches on what mankind is in for if population continues to expand, including increased violent conflict and even nuclear war. The three scenarios in the chapter titled "The Ends of the Road" have great classroom application in getting students to think about alternative futures.

*SS/AS _____, and Harriman, Richard L., How to Be a Survivor: A Plan to Save Spaceship Earth. N. Y., Ballantine, 1971. PAP. $1.25.

A vivid description of where the world is headed if present trends continue, using the image of spaceship earth, and what might be done to avoid catastrophe. The authors clearly relate the population-resource problem to large-scale violence and nuclear war.

*T Falk, Richard A., This Endangered Planet: Prospects and Proposals for Human Survival. N. Y., Random House, 1971. $8.95.

The interrelationship of such problems as the deterioration of the natural environment, population growth, depletion of resources and denial of human rights with war is brilliantly developed. The book is sometimes difficult reading but a rich experience.

*T SS/AS Hauser, Philip M., World Population Problems. Headline series No. 174. N. Y., Foreign Policy Association, 1965. PAP.

A short (46-page), well-organized and lucid examination by an expert of a topic that is increasingly seen as an important factor in intra- and inter-national violence. The graphs and tables can be most useful in the classroom.

T "Population Education: A Worldwide Review of Programs in Process and Planned." The Population Council, 245 Park Avenue, New York, N. Y. 10017.

Describes programs for teaching population in the U. S. and elsewhere.

T "The World Population Crisis: What It Is and Where to Get More Information about It." Intercom, Vol. 10, No. 4 (July-August 1968). $1.00. Order from Foreign Policy Association.

Using Anthropology

SS Bohannan, Paul (ed.), Law and Warfare: Studies in the Anthropology of Conflict. Garden City, N. Y., The Natural History Press, 1967. PAP. $3.95.

A rich collection of anthropological readings on how conflict is handled by various peoples. Some selections could be read by students and provide an interesting discussion of why some peoples try to resolve conflict by violence and others by "law."

T SS Fried, Morton, et. al. (eds.), War: The Anthropology of Armed Conflict and Aggression. Garden City, N. Y., The Natural History Press, 1968. $6.95.

Contains the expanded texts of papers and comments on papers presented at a meeting of the American Anthropological Association in 1967. Sections include the "Biological Effects of War," "Human Aggression," "Primitive and Modern War," "Effects of War on Social Structure," "Psychological Dimensions of War" and "Alternatives to War." Margaret Mead's paper, "Alternatives to War," in itself is worth the price of this valuable book.

*T Kidd, Sheila, Some Suggestions on Teaching about Human Rights. Paris, UNESCO, 1968. May be ordered from the UNESCO Publications Center, P.O. Box 433, New York, N. Y. 10016.

The U.N.'s role in promoting human rights is explained. Most of the book is devoted to how human rights may be taught at both primary and secondary levels. Contains examples of projects in schools from various countries. The text of the Universal Declaration of Human Rights is provided. UNESCO also has available a set of six black and white filmstrips on human rights, including "Abolition of Slavery," "Emancipation of Women" and "Freedom of Thought," with notes and commentary for the teacher. The set: $15.00.

SS/AS Low, Robert G. and Metcalf, Lawrence E. (eds.), The Individual and World Order: Human Rights and Responsibilities. N. Y., World Law Fund, 1971.

This first volume in the series, "Crises in World Order," is a carefully chosen selection of readings with introductions on problems of individual rights and reponsibilities in war. Topics include Andersonville, My Lai, Nuremberg and Hiroshima.

T SS Mead, Margaret (ed.), Cooperation and Competition among Primitive Peoples, rev. ed. Boston, Beacon, 1961. PAP. $2.95.

Offers interesting possibilities for using anthropology to get at questions about why people cooperate or fight. See especially the editor's own essay on the Arapesh of New Guinea for an example of a people who seldom resort to violence, or that by Irving Goldman on a highly aggressive people, the Ifugao of the Philippines.

Film

AS "Dead Birds." 83 min. Color. Contemporary Films, 330 West 42nd Street, New York, N. Y. 10036. Rental: $60.00.

A brilliant anthropological study in film of a neolithic people in New Guinea who are continuously fighting--but the violence has limits. Can be used as a springboard for discussion about the role of values, child-rearing and training in why men fight.

Psychological Factors

*T SS Frank, Jerome D., "Dynamics of Cold War Psychology," in N. D. Houghton (ed.), Struggle against History. N. Y., Simon & Schuster, 1968. PAP. $2.95.

Some of the psychological factors that incline men to fight are clearly discussed with vivid examples by a well-known psychiatrist in a 13-page chapter.

T SS _____, Sanity and Survival: Psychological Aspects of War and Peace. N. Y., Vintage, 1968. PAP. $1.95.

An indispensible book, clearly written, by a well-known psychiatrist on the various psychosocial factors in violence and war. He discusses the obstacles to and possibilities for reducing violence and the need for world order under law. He concludes that education and improvements in child-rearing must be our "main reliance."

T SS/AS Klineberg, Otto, The Human Dimension in International Relations. N. Y., Holt, Rinehart and Winston, 1964. PAP.

A famous French psychologist, in clear prose, considers some of the psychological roots of war, including misperception, stereotyping and a glorified national self-image. Many upper high school students can read this book with great interest.

T SS/AS Nesbitt, William A., Interpreting the Newspaper in the Classroom: Foreign News and World Views. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

This book takes the view that reality and what is presented in the form of news are not always necessarily the same thing. The readers, as well as newsmen and editors, have certain "pictures in their heads" that bring various psychological mechanisms into play. These factors in perception and misperception have important relevance to how nations get into war and form barriers to peace. Contains practical suggestions for classroom exercises and techniques for better interpreting the news. May be used by students as well as teachers.

T SS Psychiatric Aspects of the Prevention of Nuclear War. Vol. V, Report No. 57, formulated by the Committee on Social Issues of the Group for the Advancement of Psychiatry, 104 East 25th Street, New York, N. Y. 10010, September 1964.

A most important booklet that opens by dispelling the notion that war is inevitable because of human nature and goes on to discuss such topics as dehumanization, perception and deterrence. The final chapter is a clear examination of various approaches to managing conflict. Laymen, even many students, can read this book with great profit.

T SS Sherif, Muzafer, In Common Predicament: Social Psychology of Inter group Conflict and Cooperation. Boston, Houghton Mifflin, 1966. PAP.

Teachers will find this a fascinating, horizon-expanding book. The opening chapter, "When the Past Becomes a Heavy Hand," will give the history teacher new insight into how children develop images and stereotypes of others. The second chapter is an excellent survey of the question of innate aggressiveness. Especially interesting is Sherif's discussion of his experiments with groups of 11- and 12-year-old boys in summer camps, the most recent known as the Robbers Cave experiment. Dr. Sherif concludes that people need to recognize their "common, now global, predicament."

AS "Small Group Pressures." Sociological Resources Program. Available in sets of 30, with Instructor's Guide, from Allyn & Bacon, Rockleigh, N. J. 07647.

Students conduct experiments in small group behavior. Especially important for the study of international conflict are the parts on why people conform under group pressure and the importance of communication in cooperation.

*T SS Stagner, Ross, Psychological Aspects of International Conflict. Belmont, Calif., Brooks/Cole, 1967. PAP. $4.50.

A readable and fascinating book that can greatly enrich the reader's interdisciplinary conceptualization of the causes of war and the possibilities for its prevention. Some of the topics included are: perception and misperception, images of the enemy and of oneself, the psychological aspects of nationalism and social role and behavior. The many well-chosen cartoons add flavor and contribute to understanding.

*T SS Storr, Anthony, Human Aggression. N. Y., Atheneum, 1968. $5.00.

The author, a British psychiatrist, sees man as "a competitive, aggressive, territorial animal"; indeed, aggression is as instinctual as sex. But he holds out hope that man can be trained and educated and the culture so directed as to reduce the dangers. He sees population control as the single most important need.

T SS/AS White, Ralph K., Nobody Wanted War: Misperception in Vietnam and Other Wars. Garden City, N. Y., Doubleday, 1970. PAP. $1.95.

This is a fascinating book that should not be overlooked for teaching and studying about war and peace. The first 20 pages are on the role of misperception as a cause of World War I. The next 13 pages are on World War II. Most of the book is on Vietnam. Chapter 10, "Individual Factors in Balck-and-White Thinking," is on the socio-psychological mechanisms we all engage in that result in some distortion of reality. Because of the use of interesting experiments and concrete examples, this chapter and others can be read without serious difficulty--and probably with great interest--by high school studen

Nationalism

T Kohn, Hans, The Idea of Nationalism: A Study of Its Origins and Background. N. Y., Collier, 1967. PAP. $3.95.

A useful source for the teacher. The author points out in this classic study, "It is only in recent history that man has begun to regard nationality as the center of his political and cultural activity and life."

*T SS/AS Mark, Max, Beyond Sovereignty. Washington, D. C., Public Affairs Press, 1965.

Very clear discussion of nationalism and how the traditional nation-state system has tended to operate and how this may be compared with the present "post-nation-state era."

SS/AS "Nationalism." A Current Affairs Case Study, Unit Four, prepared by the Lincoln Filene Center for Citizenship and Public Affairs for Newsweek Magazine, Education Division, 444 Madison Avenue, New York, N. Y. 10022.

Includes stencils of readings and visual materials for reproduction by spirit duplicators and interesting suggestions for classroom activities for teaching about nationalism. Teachers may find the best part of the unit is a "Governing Process Model" that can be applied to the study of many aspects of politics and international affairs.

*T Seaberg, Stanley, Teaching the Comparative Approach to American Studies, 2nd rev. ed. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

Chapter 3 provides practical suggestions for teaching about nationalism, including possiblities for comparing 18th-century American nationalism with 20th-century Nigerian nationalism.

*T Shafer, Boyd, Nationalism. Service Center for Teachers of History, American Historical Association, 400 A Street S. E., Washington, D. C. 20003. PAP. $1.00.

A bibliographical essay on nationalism by a well-known historian.

* AS/SS _____, Nationalism, Myth and Reality. N. Y., Harcourt Brace, 1955. PAP. $2.25.

An important book by a historian that puts the nation-state and its ideology of nationalism in historical perspective. The author shows how "cultural and institutional pressures" are exerted in the nation-state, how "the nation-state becomes means and ends" and how men are kept apart and denied understanding of their common humanity largely by the force of nationalism.

*T SS/AS Ward, Barbara, Five Ideas that Changed the World. N. Y., Norton, 1959. PAP. $1.50.

The first chapter of this lucid book takes up the history of nationalism and its strengths and benefits as well as its drawbacks, including "keeping the world on the brink of war." The last of the ideas discussed is internationalism, which is seen as necessary for peace.

*T SS/AS _____, Nationalism and Ideology. N. Y., Norton, 1966. PAP. $1.25.

A beautifully-written essay on nationalism, capitalism and communism. The author sees the nation-state as inappropriate for keeping peace and dealing with problems that are not confined t national boundaries.

Film

AS "Nationalism." 20 min. B/W. Encyclopedia Britannica Films, 425 North Michigan Avenue, Chicago, Ill. 60611. Rental: $8.00.

Takes up not only the meaning of nationalism, with historical background, but its advantages and disadvantages.

Conflict, Aggression and Violence

SS/AS Ardrey, Robert, African Genesis: A Personal Investigation into the Animal Origins and Nature of Man. N. Y., Dell, 1961. PAP. $.95.

A well-written, at times lyrical, essay arguing "that man is a predator whose natural instinct is to kill with a weapon." The key chapter in this book is "Cain's Children," which can be read with selections from Lorenz (see below) and Montagu (see below) to make an interesting and highly significant classroom exploration of the biological roots of violence and war.

T Bigelow, Robert, The Dawn Warriors: Man's Evolution toward Peace. Boston, Atlantic Monthly Press--Little, Brown, 1969.

The author covers a wide range of topics in getting at the central question of whether man's evolution inclines him to war or peace. The book is highly interdisciplinary, using insights and examples from biology, anthropology, ethnology and history. He argues that the cooperation that war requires may be put to peaceful pursuits; also, that warfare has been a factor in the increase of man's brain capacity. The question of innate aggression receives much attention, Mr. Bigelow disagreeing with both the Lorenz and Montagu schools. Written in a lively style, the book may interest some students.

T "Conflict": "Psychological Aspects" by Edward J. Murray, "Political Aspects" by Robert C. North, "Social Aspects" by Lewis A. Coser and "Anthropological Aspects" by Laura Nader. International Encyclopedia of the Social Sciences, Vol. 3. N. Y., Macmillan and The Free Press, 1968. Pp. 220-241.

Useful overview by outstanding social scientists of some key concepts for thinking about war and peace.

* SS/AS "Conflict Resolution Unit." Prepared by Tish Busselle for the Center for Teaching International Relations. Denver, Col., U. of Denver--Graduate School of International Studies. Inquire as to availability and price.

A very imaginative week-long unit on conflict and conflict resolution involving a film ("Little Island"), role-playing and games as well as readings and discussion. The Cuban missile crisis is used as a case study.

SS/AS Lorenz, Konrad, On Aggression. N. Y., Bantam, 1966. PAP. $1. 25.

A beautifully-written discussion of what the author believes is a "fighting instinct in beast and man which is directed against members of the same species." The last two chapters contain most of Lorenz's conclusions as applied to man and can be read, with some help from a dictionary, by most high school students. Since many authorities disagree with Lorenz, this book should be used in conuunction with other writings (see especially Montagu, Man and Aggression, below).

* T McNeil, Elton B. (ed.), The Nature of Human Conflict. Englewood Cliffs, N. J., Prentice-Hall, 1965. $7. 95.

An overview of the study of human conflict by well-known authorities in all the social sciences. For the serious teacher.

* SS/AS "Man and Violence." UNESCO Courier, August-September 1970. Single copies $. 50. Order from UNESCO Publications Center, P. O. Box 433, New York, N. Y. 10016.

Special issue devoted to the question of whether man is naturally violent, largely based on a conference of authorities held in Paris in 1970. Excellent overview of the general subject, including reprint of article, "War Is Not in Our Genes" by Sally Carrighar. Also, see article on overcrowding and violence, "The Sane Community--A Density Problem."

SS/AS Montagu, M. F. Ashley (ed.), Man and Aggression. N. Y., Oxford, 1968. PAP. $1.95.

A collection of reviews and essays attacking the Lorenz-Ardrey view that man is aggressive and violent by instinct. Especially see "Man Has No 'Killer' Instinct" by Geoffrey Goren, "War Is Not in Our Genes" by Sally Carrighar and "Am I a Man or a Mouse--or Both?" by Kenneth Boulding.

* AS Morris, Desmond, The Human Zoo. N. Y., Delta, 1969. PAP. $2.25.

An exciting book for the average student as well as the very bright by the author of The Naked Ape. Two chapters are particularly relevant for considering questions of war and peace: Chapter One, "Tribes and Super-Tribes," and Chapter Four, "In-Groups and Out-Groups." The author sees aggression and war as largely the result of increasing numbers of people and accompanying depersonalized social organization and frustrations of urban living.

AS _____, The Naked Ape. N. Y., Delta, 1967. PAP. $2.25. Dell PAP., $.95.

A witty book, with parts that relate to the problem of war. In the chapter on aggression, the author maintains "the human animal has got too big for its primate boots." Men, he sees, are aggressive; but they can and must be channeled into less dangerous forms of assertion than war. Also, it will help if men realize that they all carry the same genetic properties, are all "naked apes." Can provide a stimulating basis for discussion of war-peace questions for students, especially the scientifically inclined.

SS/AS Ng, Larry K. (ed.), Alternatives to Violence: A Stimulus to Dialogue. N. Y., Time-Life Books, 1968. PAP. $1.00.

A stimulating collection of short readings from people in many fields. Authors include Pete Seeger, Erich Fromm, Arthur Koestler, Henry Ford, II, Harold Lasswell, Robert S. McNamara, Glenn T. Seaberg and Arnold Toynbee. Subject categories include: "The Basis of Violence," "Reflections on Violence" and "Alternatives."

T Nieburg, H. L., Political Violence: The Behavioral Process. N. Y., St. Martin's, 1969. PAP. $2.50.

Useful for the teacher to understand aspects of conflict, which the author sees as inevitable and often productive. He does a particularly useful job in criticizing some of the commonly-accepted notions of the causes of violence, such as those put forward by Lorenz and Ardrey.

*T Price, Roy, Major Concepts for the Social Studies: A Progress Report. Syracuse, N. Y., Social Studies Curriculum Center, 1965.

Sub-concepts of conflict are developed in this well-known inventory.

T SS Tiger, Lionel, Men in Groups. N. Y., Vintage, 1970. PAP. $1.95.

A lively and controversial book in an area about which there is little agreement. The author sees aggression as closely related to the natural proclivity of males to "band" and their conceptions of maleness. Violence and war seem all but inevitable.

Films:

AS "The Giants." 10 min. Color. SIM Productions, Weston, Conn. 06880. Rental: $10.00.

A very well-done Czech (banned in Czechoslovakia) cartoon, with intervals of historical documentary scenes, that can be used to discuss violence, escalation, human aggression and small-nations' use of large-nation powers.

SS "Human Aggression: Key to Survival." 30 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6.75.

Interviews with Konrad Lorenz on the question of aggression in birds and man. Lorenz sees aggression as instinctual, and it must be controlled if man is to survive in the nuclear age.

* AS "The Little Island." 30 min. Color. Contemporary Films, 267 West 25th Street, New York, N.Y. 10001. Rental: $30.00.

An animated film about three men with different beliefs who, through misunderstanding and misperception, get into conflict with each other.

AS "Neighbors." 11 min. Color. Film Rental Library, Syracuse U., 1455 East Calvin Street, Syracuse, N.Y. 13210. Rental: $4.50.

A parable about two people who have peacefully lived as neighbors for years but then get into violent conflict over a flower on their property line. Can be used to raise many questions about the causes of war.

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AS "The Shooting Gallery." 6 min. Color. SIM Productions, Weston, Conn. 06880. Rental: $7.00.

A beautiful allegorical Czech (banned in Czechoslovakia) film about love and freedom destroyed by violence. Excellent for discussion purposes.

SS/AS "This Question of Violence." 59 min. B/W. Available for rental from Rochester Public Library or inquire of Association Films, 600 Madison Avenue, New York, N. Y. 10022.

An analysis (mostly through interviews) of the various roots of violent behavior, including the role of social change and mass media.

AS "Wargames." 19 min. B/W. CCM Films, 866 Third Avenue, New York, N. Y. 10022. Rental: $15.00.

Boys amuse themselves by playing with a goat and end up killing it. Excellent springboard for discussion about violence and war.

Simulation Games:

* SS/AS "Conflict." N. Y., World Law Fund. $30.00.

A simulation (with teacher's guide, participants' manuals for 36 students and other items) of a crisis that breaks out in the year 1990. Demonstrates the possibilities for coping with a threat to peace in a disarmed world, yet avoiding the dangers of a massive military force under a central world authority.

AS "The Road Game." Developed by Tom Linehan and Barbara Ellis Long. N.Y., Herder & Herder, 1970. $1.45 each for teacher's manual and student book.

The game deals with competition and cooperation from inter-small-group to international. Examples of U.N. operations and international politics are provided for the student.

* SS/AS "Simulating Social Conflict." Rockleigh, N.J., Allyn & Bacon for Sociological Resources Program.

Through simulation games involving students themselves, factors making for conflict or cooperation are learned. A simple arms race game, "Resources or Arms," is excellent.

* AS "Star Power." La Jolla, Calif., SIMILE II. $3.00 for directions on making your own kit.

A hard-hitting game that says a lot about power, whether between small groups or large.

Intervention

SS/AS "Intervention." A set of materials prepared by the Center for Teaching International Relations. Denver, Col., U. of Denver--Graduate School of International Studies.

An exciting and varied experimental unit that has been enthusiastically received by students and teachers on nations' intervention into other nations' affairs by various means. A limited number of copies available by arrangement with the Center.

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* T Seaberg, Stanley, Teaching the Comparative Approach to American Studies, 2nd rev. ed. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

A chapter on "Interventionism" suggests using the case of Hungary in 1956 for comparison with the Dominican intervention in 1965. Includes suggestions for various kinds of activities with students, and an annotated bibliography of books and films.

Films

* SS/AS "Apartheid--Twentieth Century Slavery." 30 min. B/W. For videotape version, write Division of Educational Communications, The University of the State of New York, State Education Department, Albany, N. Y. 12224. For film rental or purchase, write Mr. Michael Hayward, U. N. Television, United Nations, New York, N. Y. 10017.

An important film in the U. N. Report series pointing out clearly that denial of basic human rights within a country will almost certainly lead to massive violence and intervention from outside, threatening world peace.

SS/AS "Chaos and Conflict." 30 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6.75.

Shows the increasing importance of internal conflict in Third World countries, inviting large-power intervention.

Simulation Games

SS/AS "Intervention." Science Research Associates, 259 East Erie Street, Chicago, Ill. 60611.

Students play roles of businessmen, Congressmen and government officials in making decisions about intervening in small nations around the turn of the century. Write SRA for further information.

AS "Mission." Interact, P.O. Box 262, Lakeside, Calif. 92040.

Students research and then debate differing points of view on the Vietnam involvement.

International System

* T Burton, John W., Systems, States, Diplomacy and Rules. N. Y., Cambridge U. Press, 1968. $7.00.

An excellent discussion of systems thinking in international relations. Burton is more optimistic about the possibility of nations preventing war by more rational decision-making than most authorities, who want basic systems change.

* T Deutsch, Karl W., The Analysis of International Relations. Foundations of Modern Political Science series. Englewood Cliffs, N.J., Prentice-Hall, 1968. PAP. $2.95.

An excellent and concise presentation of the major concepts in the field of international relations, by one of its greatest authorities.

* T Holsti, K. J., International Politics: A Framework for Analysis. Englewood Cliffs, N.J., Prentice-Hall, 1967. $8.50.

One of the very best discussions of the whole field of international relations. Teachers will find the author's description of international systems, with historical examples, of great value in history courses. Presents an excellent framework for conceptualizing the war-peace field.

T SS Luard, Evan, Conflict and Peace in the Modern International System, rev. ed. Boston, Little, Brown, 1968. PAP. $3.95.

The first chapter contains a clear discussion of various international systems in history and how they may be categorized. At least parts of the book may be incorporated in history courses.

T Morganthau, Hans J., Politics among Nations: The Struggle for Power and Peace. N. Y., Knopf, 1967. Text ed., $8.95.

A useful reference for the teacher and an aid for understanding such concepts as power, balance of power, international law, sovereignty, total war, disarmament and international government. Its many historical examples and analogies can suggest ideas for history courses.

* T SS Rolfe, Sidney E., The Multinational Corporation. Headline series No. 199. N. Y., Foreign Policy Association, February 1970. PAP.

An examination of the multinational corporation can tell the student a great deal about the remarkable changes in the international system. The author sees the multinational corporation as engaged in a "process of integration across national boundaries... creating a new world order." The teacher will want to consider this booklet along with David C. King, International Education for Spaceship Earth (see below under International Education).

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* T SS Russett, Bruce M., Trends in World Politics. Government in the Modern World series. N. Y., Macmillan, 1965. PAP. $1.95.

This work by a Yale political scientist contains a readable, even fascinating, first chapter on "Evolution and Revolution in International Society" that can be appreciated by able high school students. The data, some presented in graphs, is worth the purchase of this book in itself. Other chapters are also useful, for example "The Growth of Atlantic Institutions."

SS/AS Ward, Barbara, Spaceship Earth. N. Y., Columbia U. Press, 1966. PAP. $1.95.

A lucid, beautifully-wirtten book that first develops the image of earth as a spaceship, increasingly crowded with diminishing resources, and then appeals to reason if survival is to be assured. Can be used effectively to encourage "systems thinking" by students so that they can see the interrelationship of ecological and political problems and the need for a global tackling of problems.

T SS/AS Yost, Charles, The Insecurity of Nations: International Relations in the Twentieth Century. N. Y., Praeger, 1968. PAP. $2.95.

Contains some very useful parts for teachers and students. Especially see the chapters on "Underlying Causes of National Insecurity" and "Where Do We Stand?" The latter presents a brief, readable discussion of alternative world futures, one optimistic and the other pessimistic.

Film

SS/AS "World Wide Communications." 30 min. B/W. U.N. Report series. For videotape version, write Division of Educational Communications, The University of the State of New York, State Education Department, Albany, N.Y. 12224. For film rental or purchase, write Mr. Michael Hayward, U.N. Television, United Nations, New York, N.Y. 10017.

Useful for teaching the "global village" concept and how the system of communications requires international cooperation and organization.

Simulation Games

* SS/AS "Crisis." La Jolla, Calif., SIMILE II. Sample set, $3.00.

Simulation of an international crisis that can lead the "nations to peace through the World Organization or war."

* SS "Inter-Nation Simulation." Science Research Associates, 259 East Erie Street, Chicago, Ill. 60611.

A tricky game to run but highly rewarding. Perhaps better than any other game suitable for high school level, this gets at the interrelationship of domestic and foreign policy.

* SS/AS "The State System Exercise." International Relations Undergraduate Education Project, International Relations Program, Maxwell School, Syracuse University, Syracuse, N.Y. Inquire as to pric

Students play role of decision-makers in three kinds of international systems: 18th century, late 19th and early 20th century, and the contemporary. An excellent and not too difficult means of teaching students about characteristics of international systems and processes within them.

Literature

Note: There are numerous works of literature dealing with the subject of war. A few are: Henri Barbusse, Le Feu; Stephen Crane, The Red Badge of Courage; Joseph Heller, Catch 22; Ernest Hemingway, A Farewell to Arms; Norman Mailer, The Naked and the Dead; Erich Maria Remarque, All Quiet on the Western Front; Jules Romain, Verdun; Leo Tolstoy, War and Peace.

Annotated works that follow are chosen mainly because they deal with nuclear war or are presented in a form particularly useful for classroom assignment.

AS Burdick, Eugene and Wheeler, Harvey, Fail-Safe. N. Y., Noble & Noble, 1967. PAP. $.75.

A disturbing book about nuclear-bomb-carrying planes beyond recall en route to Moscow. The analysis of the Strategic Air Command's safety system is no longer (if it ever was) valid, but the book has some messages about the dangers of war in the nuclear age.

* SS/AS Golding, William, Lord of the Flies. N. Y., Putnam, 1959. PAP. $1.25.

This famous novel, which was made into a film, is about a group of English schoolboys marooned on an island. Most of the boys turn into bloodthirsty savages, which Golding sees as "natural" considering "the darkness of man's heart." A useful means for raising questions about human nature and violence, including war.

SS/AS Gray, J. Glenn, The Warriors: Reflections on Men in Battle. N. Y., Harper, 1967. PAP. $1.95.

Profound and often moving reflections on the roots and nature of war, drawing from the author's experiences in World War II. Chapter headings give some idea of the subject areas: "The Enduring Appeals of Battle," "Images of the Enemy," "The Ache of Guilt" and "The Future of War."

AS Hershey, John, Hiroshima. N. Y., Bantam, 1966. PAP. $.50.

This now-classic account of what happened at Hiroshima after the bomb dropped is invaluable for giving students a vivid idea of what even a small nuclear weapon can do to people.

SS/AS Huberman, Edward and Elizabeth (eds.), War: An Anthology. N. Y., Washington Square Press, 1969. PAP. $1.25.

Short stories, poetry and essays on war. Includes such authors as Thoreau, Thomas Merton, Robert Burns, E. E. Cummings and Senator J. William Fulbright.

SS/AS Irmscher, William F., Man and Warfare: Thematic Readings for Composition. Boston, Little, Brown, 1964. PAP. $3.50.

Probably the best collection of literature on war.

AS Shute, Neville, On the Beach. N. Y., Apollo, 1964. PAP. $1.75.

A novel on the sequel to a nuclear war in which the final end of mankind comes about from nuclear fall-out. An excellent movie has been made from the book.

II. WAR PREVENTION: TEACHING APPROACHES AND TECHNIQUES

Surveys

* SS/AS Boulding, Kenneth E., The Meaning of the 20th Century. N. Y., Harper Colophon, 1964. PAP. $1.45.

A horizon-expanding little book by a social scientist who has studied and written widely in the war-peace area. The chapter titled "The War Trap" considers the abolition of war as largely a matter of "social learning."

*T SS/AS Brook, David (ed.), Search for Peace: Readings in International Relations. N. Y., Dodd, Mead, 1970.

A most useful collection of interdisciplinary readings from the past and present. The topics lend themselves to inclusion in various social studies courses: "Does Human Nature Make War Inevitable?," "Past International Systems," "Nationalism," "Sovereignty," "Technology and Power," "The Role of International Law in the Struggle to Maintain International Peace," "International Organization," "Building a World Community" and "Postscript: Toward the Future--the 1970's and Beyond." Many of the readings are suitable for at least better-than-average students.

* SS/AS Buchan, Alastair, War in Modern Society. N. Y., Harper Colophon, 1968. PAP. $1.95.

A concise, balanced, readable interdisciplinary introduction to the causes of war, its changing nature in history, the dangers in the nation-state international system and various possibilities for controlling war. Perhaps the best short, single volume on war and war prevention, in a historical context, to be found.

* AS Galt, Tom, Peace and War: Man-Made, rev. ed. Boston, Beacon, 1963. $3.95. 7-10 grades.

A most useful, simply-written book for students on war and man's efforts to control it from the ancient world to the present. Also includes a guide for discussion.

T Galtung, Johan,"Peace." International Encyclopedia of the Social Sciences, Vol. 11. N. Y., Macmillan and The Free Press, 1968. Pp. 487-496.

A well-known social scientist who has been devoting his life to peace research discusses what might be meant by "peace" and various methods for reducing international war.

SS/AS Griffith, Priscilla and Reardon, Betty (eds.), Let Us Examine Our Attitude Toward Peace. N. Y., World Law Fund, 1969. PAP. $1.00.

A student reader "on the psychological and political barriers to world peace," with discussion questions and suggested activities for the classroom. Selections include such authors as John F. Kennedy, Pope John XXIII, Jerome D. Frank and Kenneth Boulding.

* SS Hollins, Elizabeth Jay (ed.), Peace Is Possible: A Reader on World Order. N. Y., Grossman, 1966. $6.95. PAP., $2.95. Also available, Robert S. Hirschfield, A Study Guide for Peace Is Possible. PAP. $2.00. 11-12 grades.

Selections by well-known authorities in the war-peace area organized under the following categories: "Where We Are," "Change--to What?," "Doubts, Dilemmas, Problems and Arguments" and "Transition Steps--and an Arrow Toward the Future." Perhaps the best collection of readings for considering the need to prevent war and what can be done about it.

T SS Larson, Arthur (ed.), A Warless World. N. Y., McGraw-Hill, 1965.

A still-useful collection of articles. Includes "Keeping Peace in a World Without Arms" by Louis B. Sohn, "Change in a Disarmed World" by Arnold Toynbee, "The Economic Implications of Warlessness" by Kenneth Boulding and "The Psychology of Warless Man" by Margaret Mead.

SS/AS Merton, Thomas (ed.), Breakthrough to Peace. N. Y., New Directions, 1962. PAP. $1.95.

Articles by Thomas Merton, Lewis Mumford, Herbert Butterfield, Jerome Frank, et al. Tom Stonier's "What Would It Really Be Like?: An H-Bomb on New York City" could be read by high school students with great effect. Several articles in particular raise questions about religious beliefs and war.

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*T SS/AS Millis, Walter and Real, James, The Abolition of War. N. Y., Macmillan, 1963. PAP. $1.95.

A hard-headed, historically-based discussion of the dangers of the present nation-state system and the need for thinking about a demilitarized world, which the authors maintain is not impossible.

SS/AS _____, et al., A World Without War. N. Y., Washington Square Press, 1961. PAP. $.45.

Still a useful, as well as readable, book on the nature of the international system in the nuclear age and the possibility of living without national armaments under the rule of law.

*T SS/AS "Peace." A special issue of the American Association of University Women's Journal, Vol. 63, No. 4 (May 1970). $.75. Order from: 2401 Virginia Avenue, N. W., Washington, D. C. 20037.

Extremely useful articles include "Not Flower Power--But Brain Power" by Thomas Landon Thomas, "What Education for a More Violent World?" by Douglas Heath, "The Economy of Death" by Richard Barnet, "Can There Be a National Policy for Stable Peace?" by Kenneth E. Boulding, "No Nation Can Go It Alone" by Richard Falk, "Peace Games" by Betty Reardon and Gerald Thorpe, "Nuclear Safety Is a Real Killer" by Art Buchwald, "Not Every Society Eats the Enemy" by Ruth H. Landman and "World Order under Law" by Lyman M. Tandel, Jr.

T SS Strachey, John, On the Prevention of War. N. Y., St. Martin's, 1962. PAP.

After discussing the meaning of nuclear war and its possibilities, the former British Secretary of State for War takes up various approaches to preventing war. He concludes that a world authority is needed and is not so far-fetched as might appear, given trends toward a global society.

* T SS Thorpe, Gerald L., "The Problem of Peace and War in the Modern World." N. Y., World Law Fund. $ .50. 11-12 grades.

A syllabus for studying how war can be controlled. Emphasizing a "systems approach," the unit employs simulation and case studies and presents the student with alternative plans for preventing war and encourages him to formulate his own plan.

SS/AS Van Slyck, Philip, Peace: The Control of National Power--A Guide for the Concerned Citizen on Problems of Disarmament and Strengthening the United Nations. Boston, Beacon Press, 1964. PAP. $1.75. 11-12 grades.

This study guide begins with a case study of the Cuban missile crisis and then takes up such topics as international law, the U. N.'s achievements and shortcomings, strengthening the U. N., arms control and disarmament. The Clark-Sohn proposals are used as a model for a system of world order.

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* SS/AS "War and Peace." Minnesota Project Social Studies Curriculum Development Center, Department of Secondary Education, 130 Peik Hall, Minneapolis, Minn. 55455. Available only in mimeographed form at present.

Perhaps the only conceptually-oriented and interdisciplinary unit on war and peace suitable for secondary school students. The unit--more accurately, a syllabus--suggests a great variety of readings, films, data and exercises. An important aspect is in having the students develop their own world order models based upon their values, which the unit helps make explicit. The concluding section suggests ways for achieving a wider discussion of war/peace matters in the school and community, which is followed by an "Attitudes Test on War" and a selective bibliography.

Film

AS "A Teacher's Guide to Three Films and World Peace: 'High Noon,' 'Lord of the Flies' and 'Dr. Strangelove.'" N. Y., World Law Fund. $ .75.

These three films can provide an excellent springboard for classroom discussion of aspects of conflict and conflict resolution, the nature of man and violence, and decision-making and nuclear war. The guide provides discussion questions and information on how each film can be rented.

Tapes

T The World Law Fund has a number of taped lectures ($5.00 each) in the area of world order. Those for teachers include "World Order and the High School" by Lawrence Metcalf, "Teaching War Prevention in the Secondary School" by Lawrence Metcalf, "The Use of Systems Analysis in Teaching about World Order" by Charles McClelland and "Multiple Loyalties in a Shrinking World" by Harold Lasswell. Many lectures suitable for able upper high school students are available in the following areas: "The Role of Law in World Affairs," "Issues in World Politics," "Problems of Peacekeeping" and "The United Nations."

U.S. Foreign Policy and Decision-Making

* SS/AS "Conflict: Crisis Decision-Making." A Current Affairs Case Study. Prepared by John Gibson and Richard F. Kaubek for Newsweek Magazine, Educational Division, 444 Madison Avenue, New York, N.Y. 10022, December 1970.

Includes visual materials for making overhead projector transparencies, articles on duplicating masters, and information and suggestions for the teacher. Events used to get across aspects of crisis decision-making include the Mexican War, F.D.R.'s Quarantine Speech and the 1970 Cambodian invasion.

57

T SS Fisher, Roger, International Conflict for Beginners. N. Y., Harper & Row, 1969. $5.95.

A delightful book on conducting foreign affairs with a high level of empathy and reason. The chapter "Law and Legal Institutions May Help" uses the Cuban missile crisis as a case for considering the role of international law in international conflict.

* SS Holt, Pat M., United States Policy in Foreign Affairs. Boston, Allyn and Bacon, 1971.

Meets a great need in U.S. History or problems courses for a book on U.S. foreign policy through an international relations frame of reference. Topics include: sovereignty, international law, how U.S. foreign policy is made, international organizations and the future.

T SS Houghton, Neal D. (ed.), Struggle against History: U.S. Foreign Policy in an Age of Revolution, with an introduction by Arnold J. Toynbee. N.Y., Simon & Schuster, 1968. PAP. $2.95.

A collection of writings criticizing U.S. foreign policy. Contributors include William Appleman Williams, Jerome D. Frank and Robert Heilbroner.

* SS/AS National Priorities and World Peace. Topic 8 in Great Decisions 1971. N.Y., Foreign Policy Association, 1971. PAP. $3.00. Quantity discounts. Teacher's Guide available.

As with all Great Decisions topics, includes background information and up-to-date analysis of the problem, with a range of views presented.

SS/AS Platig, E. Raymond, The United States and World Affairs, 2nd ed. River Forest, Ill., Laidlaw Bros., 1967. PAP.

While somewhat dated now, this volume of the North Central Association's Foreign Relations Project is one of the few successful efforts to write about foreign policy for the high school level. The discussions of the international system and of how U.S. foreign policy is made are relevant to teaching about war and peace. Includes questions for class discussion.

* T SS Sorensen, Theodore C., Decision-Making in the White House: The Olive Branch or the Arrows. N.Y., Columbia U. Press, 1963. PAP. $1.25.

A most useful, readable book on Presidential decision-making (under John F. Kennedy), with the Cuban missile crisis as a primary example. An interesting discussion of what limits and influences the President; for example, past agreements, time and public opinion.

SS Wolf, Alvin (ed.), Foreign Policy. Inquiry into Crucial American Problems series. Englewood Cliffs, N.J., Prentice-Hall, 1970.

The focus of this book (largely readings, with questions) is the pros and cons of U.S. military, political, economic and humanitarian involvement in other countries. The final section is on "The Future Role of the United States."

* SS/AS Wolf, Charles, Jr., Fisher, Roger and Geyer, Alan, Is America Becoming Militarized? N. Y., Council on Religion and International Affairs, 1971. PAP. $1.75.

An informative symposium on the problem of militarism from three perspectives. Roger Fisher's statements are particularly lively and suitable for students with a wide range of ability.

Film

* AS "From Where I Sit." 27 min. B/W. Film Librarian, Office of Media Services, Bureau of Public Affairs, Department of State, Washington, D. C. 20520.

Helpful in getting at how interests shape perception, using trade with Communist countries and fishing rights as examples.

Simulation Games

* SS/AS "Dangerous Parallel." Scott, Foresman, 1900 East Lake Avenue, Glenview, Ill. 60025.

In this game developed by the Foreign Policy Association, students play ministerial roles for six fictionalized countries facing a stiuation approximating that of the Korean war. Students learn about decision-making and may examine the problem of peace-keeping under the present nation-state system.

* SS/AS "Plans." La Jolla, Calif., SIMILE II.

Students play the role of American interest groups, including the military, nationalists and internationalists, in considering such policies as whether the U.S. should enter negotiations with the Soviets to disarm.

* SS/AS "Simulation: The Decision-Making Model." World Affairs Council of Philadelphia, John Wanamaker Store, 13th and Market Streets, Philadelphia, Pa. 19107.

Has some of the characteristics of Inter-Nation Simulation, except that it is an easier game to run. Students play the roles of decision-makers for five hypothetical countries with a wide range of resources and try to improve their nations' domestic and international positions.

Arms Control and Disarmament

SS/AS "Arms Control and National Security." Washington, D.C., U.S. Arms Control and Disarmament Agency, revised August 1970. PAP. $.55. May be ordered from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A short overview of the meaning, current state and history of arms control and disarmament.

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* SS/AS Bloomfield, Lincoln P., Disarmament and Arms Control. Headline series, No. 187. N. Y., Foreign Policy Association, February 1968. PAP.

A lucid, rational, informed, 62-page discussion of the imperative need to limit the arms race, what has been accomplished and the problems and prospects for achieving a disarmed world. As with all Headline series booklets, contains discussion questions and bibliography.

T SS Calder, Nigel (ed.), Unless Peace Comes. N. Y., Viking Compass, 1968. PAP. $1.95.

Essays on the meaning of the arms race for future world development.

T "Disarmament--a Kit." N. Y., United Nations Association. $2.50; $2.00 if purchased with the Peacekeeping Kit.

Contains background material, information on underground testing, military budget, bibliography, opinion ballot, etc. Mainly for adult discussion groups, but useful for the teacher.

T SS Dougherty, James E., Arms Control and Disarmament: The Critical Issues. Washington, D.C., Georgetown U. Press, 1966. Order from Center for Strategic Studies, 810 18th Street N.W., Washington, D.C. 20006.

A balanced introduction to a complex subject. Contains a useful glossary.

T Huntington, Samuel P., "Arms Races: Prerequisites and Results" (from Public Policy, 1958), in Robert J. Art and Kenneth N. Waltz (eds.), The Use of Force: International Politics and Foreign Policy. Boston, Little, Brown, 1971.

Excellent discussion of arms races, including the years from 1871 to 1914.

SS/AS Knoll, Erwin and McFadden, Judith Nies, American Militarism 1970. N.Y., Viking, 1969. PAP. $.95.

This short volume is based on a Congressional Conference of Members of the Senate and the House of Representatives that met in the spring of 1969. Topics taken up include "The National Security Establishment," Vietnam, the arms race and weapons systems, the military budget and the role of the U.S. Congress. The "epilogue" is written by Senator J. William Fulbright.

T SS McVitty, Marion H., Preface to Disarmament: An Appraisal of Recent Proposals. Washington, D.C., Public Affairs Press, 1970. PAP.

A 72-page booklet that discusses developments in arms control and disarmament. Especially useful examination of the U.S. and Soviet proposals for complete and universal disarmament and how the Clark-Sohn model compares with them, and provides a more workable system for security and peaceful development in a disarmed world. A Teacher's Guide is available from the World Law Fund School Program.

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SS/AS U.S. Defense Policy. Topic 6 in Great Decisions 1970. N. Y., Foreign Policy Association. PAP. $2.50. Quantity discounts. Teacher's Guide available.

Presents a spectrum of views on the Pentagon and U.S. defense needs.

* SS Waskow, Arthur I., Keeping the World Disarmed. Santa Barbara, Calif., Center for the Study of Democratic Institutions, 1965. PAP. $1.00.

A nuts-and-bolts treatment of a means of police-keeping in a disarmed world without a large and possibly dangerous standing international army. Scenarios and historical analogies make this a possible teaching tool. (The World Law Fund's simulation game, "Conflict," tests the Waskow plan.)

Films and Filmstrips

AS "Disarmament: The Quest for Peace." N. Y. Times Current Affairs Filmstrip, 1970-71 series. N. Y. Times, Education Division, 229 West 43rd Street, New York, N. Y. 10036.

Raises questions about preventing nuclear war by a balance of terror or by nuclear disarmament. The filmstrip is accompanied by an LP record, a Teacher's Manual and a duplicating master.

SS/AS "Hope of Disarmament." 30 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6.75.

Discusses Russian and U.S. disarmament plans.

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Ethics, Religion and War

* T SS The Moral Dilemma of Nuclear Weapons. N. Y., Council on Religion and International Affairs, 1961. PAP. $1.00.

Collection of writings on the subject from various disciplines and frames of reference.

* T "Conscience and War: The Moral Dilemma." Intercom, Vol. 11 (November/December 1969). $1.50. Order from Center for War/Peace Studies.

Perhaps the best place to start for the teacher who wishes to consider the ethical dilemma that modern war poses. This issue considers such topics as conscience and the draft, religion and war, kinds of opposition to war, values and war, etc. Contains a valuable annotated bibliography of books and pamphlets from various religious and philosophical positions in respect to war.

* T SS/AS Falk, Richard A., et al. (eds.), Crimes of War: A Legal, Political Documentary and Psychological Inquiry into the Responsibility of Leaders, Citizens and Soldiers for Criminal Acts in Wars. N. Y., Vintage, 1971.

An important book on moral, as well as legal, questions of modern war, especially in Vietnam. The teacher will find of use some of the documents of international law, including selections from the Hague Convention, Geneva Protocol on Poison Gas, the Genocide Convention and the Nuremberg trials. Many of the selections on Vietnam and psychological and ethical aspects of war are highly readable. Authors include Kurt Vonnegut, Jr., Daniel Berrigan, Arthur Miller and Robert Joy Lifton.

* T SS/AS "The Human Person and the War System." Intercom, Vol. 13 (January/February 1971). $1.50 Order from Center for War/Peace Studies.

A special issue featuring articles aimed at high school teachers and students on the question of individual and group responsibility for war crimes. There are articles and teaching suggestions on the Nuremberg trials, Mylai, the draft and Hiroshima, each followed by suggested readings, films and other materials. An excellent means of getting students to think further about morality, war and international law.

T SS Jack, Homer (ed.), World Religions and World Peace. Boston, Beacon, 1968. PAP. $1.95.

Papers by leaders in various world religions on their responsibilities toward the problem of war in the nuclear age. See especially the paper on Gandhi and religious pacifism.

* T SS/AS John XXIII, Pope, Pacem in Terris, Study Club ed. Paramus, N.J., Paulist/Newman Press. PAP. $.50.

Pope John XXIII's famous encyclical of 1963 pointing out the state of the world and what needs to be done, including the building of global institutions to deal with global problems. Surely one of the most important documents of the century. (Teachers may wish to use the edition of Pacem in Terris edited by Edward Reed and published by Pocket Books, N.Y., $.95.)

T Long, Edward L., Jr., War and Conscience in America. Philadelphia, Westminster, 1968. PAP. $1.65.

"A contemporary survey of the various moral positions and dilemmas in our society regarding war.... Clearly the best general book on the subject." From "Conscience and War," Intercom, Vol. 11 (November/December 1969), p. 61.

T SS Murray, John, Morality and Modern War. N.Y., Council on Religion and International Affairs, 1967. PAP. $.50.

Some considerations on the moral dilemma of nuclear war presented by a Catholic theologian.

T Potter, Ralph B., War and Moral Discourse. Richmond, Va., John Knox Press, 1969. PAP. $2.45.

Clear discussion of the ethical and moral problems raised by modern war.

T SS "...Therefore Choose Life." Santa Barbara, Calif., Center for the Study of Democratic Institutions, 1965. PAP. $.60.

A discussion of Pacem in Terris by a Protestant, a Catholic (Thomas Merton), a Jew, a scientist (Herman J. Muller) and the editor of the Saturday Review (Norman Cousins).

T Weber, Theodore R., Modern War and the Pursuit of Peace. N.Y., Council on Religion and International Affairs, 1968. PAP. $.50.

An exploration of the "just war" theory in the light of modern nuclear warfare.

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Towards World Order
(Includes Materials on the United Nations)

* SS/AS Bloomfield, Lincoln P., The UN and World Order. Headline series, No. 197. N. Y., Foreign Policy Association, October 1969. PAP. $1.00.

An excellent 61-page booklet by an eminent authority on the U. N. --where it has been, is now and might be going. But it is more than that, for it provides a conceptual framework for examining the ways and possibilities for world order. Dr. Bloomfield is not writing for high school students, but even average 16- to 18-year-olds should be able to manage this.

* T SS Clark, Grenville and Sohn, Louis B., Introduction to World Peace through World Law. Combridge, Mass., Harvard U. Press, 1966. PAP. $.40. Available from the World Law Fund.

A 54-page summary of the most fully developed plan for keeping the peace and promoting human welfare under enforceable world law in a disarmed world. In talking about models for future international organization, the Clark-Sohn model should not be omitted.

* T Claude, Inis L., Swords into Plowshares, text ed. N. Y., Random House, 1964.

A highly regarded book that can serve as a useful reference for the teacher on the historyof international organizations and various approaches to peace. The final section is on "The Future of World Order."

SS/AS Dean, Vera M., The UN Today. N. Y., Holt, Rinehart & Winston, 1964. PAP. $1.12.

Still a useful overview of the U. N. in brief compass. Contains the U. N. Charter.

* SS/AS Eichelberger, Clark M., UN: The First Twenty-Five Years. N. Y., Harper & Row, 1970. $3.95.

A fine survey of the U. N.'s first quarter-century.

T Everyman's United Nations, 8th ed. N. Y., United Nations, 1967. PAP. $2.50. Order Pub. No. 67. I. 2 from Public Inquiries Unit, U. N., New York, N. Y. 10017.

Useful reference work for the U. N., 1945-65. Can help the teacher in providing information for a case study approach to crises involving the U. N.; for example, the Cyprus crisis.

T SS Farer, Tom J., "The Laws of War Twenty-Five Years after Nuremberg." International Conciliation. N. Y., Carnegie Endowment, May 1971. PAP. $1.00.

A useful booklet to remind teachers and students that there are international laws regulating war, and that many aspects of modern warfare are not only morally wrong but illegal.

* T "Focus on World Law." Intercom, Vol. 9, No. 3 (May/June 1967). $1.00. Order from Foreign Policy Association.

Features an article by Arthur Larson, "The World Rule of Law Idea," adapted from his book When Nations Disagree (Baton Rouge, Louisiana, State U. Press, 1961; $3.95). Useful for understanding what is meant by world law, emphasizing the U. N. and the International Court of Justice. The issue contains other world law topics and an extensive bibliography, including an annotated film list.

* SS/AS Fogg, Richard W. and Cutler, Charles L. (eds.), Organizations among Nations: The Search for World Order. A Unit Book, adapted from the Harvard Social Studies Project under Donald W. Oliver and Fred M. Newmann. Columbus, O., American Education Publications, 1970.

It would be difficult to find a more useful and interesting short booklet for teaching about the role of international organizations in keeping international violence to tolerable levels. Includes short chapters on the Concert of Europe, the League of Nations, the U. N. (using the Congo as a case study) and the O. A. S. A role-playing exercise, using a hypothetical world crisis in 1992, is provided.

* SS/AS _____ and Pollock, George F., Diplomacy and International Law: Alternatives to War. A Unit Book, adapted from the Harvard Social Studies Project under Donald W. Oliver and Fred M. Newmann. Columbus, O., American Education Publications, 1970.

A highly useful booklet for discussing the limits, successes and possibilities for international law and diplomacy. Uses several case studies, especially the Cuban Missile Crisis. Final section is on Gandhian methods for non-violent action. Imaginative questions and classroom activities are suggested.

* SS/AS Fraenkel, Jack R., Carter, Margaret and Reardon, Betty, Peacekeeping: Problems and Possibilities. N. Y., World Law Fund. PAP. $1.00. 8-10 grades.

Preliminary experimental booklet of a series. Considers a range of peacekeeping methods--past, present and future--of the League of Nations, the U.N., nuclear deterrence and the Clark-Sohn model of a strengthened U.N., and how these methods have responded or would respond in specific instances. Contains useful charts, maps, chronologies and discussion questions.

* SS/AS "How Should the United States Handle Conflicts of the 1970's? A Unit Based on the UNA-USA's Controlling Conflict in the 1970's." Write Marion Scott, P.O. Box 1127, Ames, Iowa 50010.

Using an inquiry approach, the unit helps students examine alternative peacekeeping methods in hypothetical and real situations. The unit includes a pretest and various suggested activities.

AS Joyce, James Avery, The Story of International Cooperation. N. Y., Franklin Watts, 1964.

This attractively illustrated book discusses in simple language the rise of nations and nationalism, the forces making for one world and the efforts to prevent war and encourage cooperation by international organizations. Suitable for junior high level.

T Kenworthy, Leonard, Telling the U. N. Story: New Approaches to Teaching about the United Nations and Its Related Agencies, 2nd ed. N. Y., UNESCO, 1964. PAP. $2.00. Order from: UNESCO Publications Center, P. O. Box 433, New York, N. Y. 10016.

A practical aid to the teacher in better teaching about the U. N.

T SS Larson, Arthur (ed.), A Warless World. N. Y., McGraw-Hill, 1962. $4.95.

Important short pieces by some major thinkers on war prevention, including Louis B. Sohn, Arnold Toynbee and Margaret Mead

* SS/AS Massialas, Byron G. and Zevin, Jack, World Order. World Order through Inquiry series. Chicago, Rand McNally, 1970. PAP. Student edition, $1.20; teacher's manual, $1.20.

An important concept-oriented unit that deals with how conflicts have developed and been dealt with in the past and how they might be handled in the future. Contains an interesting exercise in examining models for international organization toward the year 2,000. The teacher's manual suggests a method of inquiry and how to use various exercises in the unit and provides further readings. Slides to accompany the unit are available for $6.00.

* AS "Model Unit on the UN for Secondary Schools." N. Y., United Nations Association.

A well-thought-out unit for ten class periods that involves role-playing on how the U. N. deals with various world problems.

* T Newcombe, Hanna, "Alternative Approaches to World Government." Peace Research Reviews, Vol. I, No. 1 (February 1967). $1.50. Order from Canadian Peace Research Institute, 514 Chartwell Road, Oakville, Ontario, Canada.

This 84-page booklet presents a broad spectrum of possibilities (15 in all) for world order, from a strengthened U.N. and regional organizations to a truly world government. Excellent bibliography included.

* SS/AS Oliver, Donald W. and Newmann, Fred M., The Limits of War: National Policy and World Conscience. A Unit Book, adapted from the Harvard Social Studies Project under Donald W. Oliver and Fred M. Newmann. Columbus, O., American Education Publications, 1970.

After a brief discussion of man's efforts to place limits on war throughout history, war trials are taken up, especially at Nuremberg, and then the moral and legal question of the bombing of Hiroshima. The final part is a scenario of a crisis in 1981. Questions and suggestions for classroom activities are provided. This valuable 63-page booklet for secondary schools explores moral and legal problems of war in the past and future.

T SS Osgood, Charles E., An Alternative to War or Surrender. Urbana, Ill, U. of Illinois, 1962. PAP. $1.45.

Parts of this volume can be read with great interest by most high school students. The chapter entitled "The Neanderthal Mentality" is a very clear discussion of how many of us view the world in a distorted way.

T "Peacekeeping and Disarmament." A kit. N. Y., United Nations Association.

Contains U. N. A. Policy Panel Report, Controlling Conflict in the 1970's, which advocates a U. N. Standby Force from smaller countries and new measures for funding peacekeeping operations. Other materials include an annotated bibliography, mainly for adult discussion groups but useful for the teacher.

* SS/AS Reardon, Betty and Thorpe, Gerald, "Peace Games." American Association of University Women's Journal, May 1970. Available through the World Law Fund.

Games to test alternative systems of peacekeeping, including the U. N., a strengthened U. N. and the Clark-Sohn plan.

* T "Teaching about the United Nations Family: A Basic Selected Bibliography of Official Publications of the United Nations and Its Related Agencies." N. Y., United Nations. Order from: Public Inquiries Unit, U. N., New York, N. Y. 10017.

A very useful, short, selective, annotated bibliography for primary and secondary schools.

SS/AS UN: After 25 Years, Still Man's 'Last, Best Hope for Peace'? Great Decisions 1970. Boston, Mass., Allyn & Bacon for the Foreign Policy Association, 1970. PAP.

Pros and cons of the U.N.'s achievements and what to do about improving it. Contains discussion questions and suggestions for further reading. Teacher's Guide available.

* T "The UN at Twenty-Five." Intercom, Vol. 11 (September/October 1969). Order from Center for War/Peace Studies.

A most useful resource guide to the U.N. Charts, materials suggestions and the discussion of the U.N. at 25 are all helpful to teachers.

* SS/AS United Nations. U.S. Department of State Issues series, No. 5 (October 1970). $1.00. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Attractive, well-illustrated, with many useful charts and tables, this booklet provides an informative overview of the U.N. as an organization, its functions, limitations and advantages. The need for a strengthened U.N. is skirted. Includes discussion questions. A Discussion Guide is available for $1.00.

T SS The United Nations: The Next Twenty-Five Years. Twentieth Report of the Commission to Study the Organization of Peace, Louis B. Sohn, Chairman. November 1969. Order from Commission to Study the Organization of Peace, 866 U.N. Plaza, New York, N.Y. 10017.

A stocktaking of what has been done toward a world order system and, more especially, what ought to be done over the next 25 years in specific steps. Clearly shows the interrelationship of such problems as economic development, human rights and massive violence, and takes up such topics as world law and international law, disarmament and implications of the growing world communications system.

SS/AS United Nations Handbook. Columbus, O., Chas. E. Merrill, 1967. PAP.

A succinct, well-organized, clearly-written explanation of the U. N. and its activities. Contains an appendix with useful data, and the U. N. Charter.

* T "A Unit on Peace and World Order." Media & Methods, October 1969. Available from the World Law Fund.

Contains an article by Lawrence Metcalf on "An Interdisciplinary Approach to World Order," and articles on using films and literature to teach about war and peace. The Thorpe Syllabus (available from the World Law Fund) is described by a teacher.

T SS Wagar, W. Warren, The City of Man. Baltimore, Penguin, 1967. PAP. $1.65.

An important philosophical study of a world commonwealth or world order in the making. The author feels the "terrible urgency of a concerted movement toward world integration at every level and by every possible means." The likely alternative is annihilation.

* SS/AS Wilson, Clifton E., The United Nations. Austin, Tex., Steck-Vaughn, 1968. PAP. $1.25.

A well-organized text and workbook, with exercises, for the classroom. A bibliography and U. N. Charter included.

Films and Filmstrips

* AS "The Hat." 18 min. Color. McGraw-Hill, Text-Film Division, 330 West 42nd Street, New York, N. Y. 10036. Rental: $24.00. Also, " 'The Hat' Study Guide," available from the World Law Fund.

An award-winning animated film with sound by Dizzy Gillespie and Dudley Moore that is delightful and gets at some important issues about boundaries, conflict, alternatives to war and world order.

* AS "The Hole." 15 min. Color. Brandon Films, 221 West 57th Street, New York, N. Y. 10019, Rental: $10.00.

A discussion-provoking animated film on the Bomb that raises serious points about accidental war and the need for disarmament.

* AS "Peace-Keeping: UN Business." 95 slides, with script and "Guidelines for Discussion." For purchase only from the United Nations Association, 833 U.N. Plaza, New York, N. Y. 10017.

Teachers will find this visual program of great interest to students.

* AS "Systems of World Order." 35 min. Discussion Filmstrip. Multicom Corp., 507 Fifth Avenue, New York, N. Y. 10017. Rental: $6.00.

Gets at global problems and raises questions about what kind of international system might best meet them. Can provide an interesting vehicle for discussing significant war-peace concepts.

* T "25 Selected Films on the United Nations." N. Y., United Nations Asso ciation, May 1970. PAP. $. 25.

Selected, annotated list of films on the U. N. and its agencies. Full information about prices and how to rent included. Also includes films on such topics as population, the sea bed, human rights and international understanding.

SS/AS "UN in a Revolutionary World." 29 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6. 75.

The U. N. role in keeping peace, using film clips.

AS "The United Nations." 30 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6. 75.

Includes interviews of international lawyers and diplomats on how the U. N. can obtain and use armed forces for peace-keeping. Includes clips of films on U. N. peacekeeping operations.

* AS "UN Report" series. 30 min. 15 films and videotapes. The United Nations and the New York State Education Department.

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Topics most relevant to war-peace studies are: "Peace Keeping in Cyprus (especially for the 10th grade), "The Hungry World," "World-Wide Communications" (an excellent vehicle for discussing the "global village" concept) and "Apartheid--Twentieth Century Slavery." A teacher's guide is available for the nine videotapes. Arrangements for use of videotapes should be made through the Division of Educational Communications, The University of the State of New York, State Education Department, Albany, N. Y. 12224. For film rental or purchase, write Mr. Michael Hayward, U. N. Television, United Nations, New York, N. Y. 10017.

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AS "Who Speaks for Man!" 58 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6.75.

Highly effective film on the successes and failures of the U. N.

* AS "The World at U.N. Plaza." 29 min. Color. U.S. Department of State, Office of Media Services, Bureau of Public Affairs, Washington, D. C. 20402.

The U. N. through the eyes of a U.S. Ambassador to the U. N.

Simulation Game

* SS/AS "Conflict." N. Y., World Law Fund.

A simulation of the Arthur Waskow model for peacekeeping in a disarmed world. This model allows the international organization to apply force according to the size of the threat to peace and the degree of consensus among the member states; that is, the more consensus the more force. The simulation allows students to see possibilities of keeping peace in a disarmed world without a threatening, all-powerful, standing military force.

Books, Articles and Other Materials on International Education for the Teacher

T Becker, James M. and Anderson, Lee F., "International Education." Special issue of American Education, Vol. 5, No. 5 (May 1969). Reprints available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Ask for FS5.214:14137. $.20.

A brief overview of the monumental U.S. Office of Education - Foreign Policy Association study (see below) on international education.

* T _____ and Mehlinger, Howard D. (eds.), International Dimensions in the Social Studies. 38th Yearbook, NCSS, 1968. Write NCSS, 1201 16th Street N.W., Washington, D.C. 20036.

A broad overview of the field of international education. Particularly useful for studying war and peace is "World Law and Models of 'World Order'" by Betty Reardon and Saul Mendlovitz, "Simulating Inter-National Relations in the Classroom" by Cleo Cherryholmes, "Decision-Making in International Politics" by James A. Robinson and Richard C. Snyder and "The Case Method and the Study of International Affairs" by James P. Shaver and A. Guy Larkins.

T "Building Peace in the Minds of Men: UNESCO and International Understanding." Dobbs Ferry, N.Y., Oceana Publications, 1964. PAP. $1.50.

An overview of the work of UNESCO in education and one of a set of booklets that includes "World Peace and the United Nations (Vol. I) and "For Peace and the Dignity of Man (Vol. 5).

* T "Education for the Revolutionary World of the Future: Imperatives for Action in New York State." Albany, N. Y., The University of the State of New York--The State Education Department. 1969. PAP.

A clear statement in brief, pamphlet form of the kind of world in the making and what educators should do to prepare students who must live in it. One of the "target areas" for education is "conflict resolution--since maintenance of some kind of peace in the world is... crucial to human survival."

* T "Education on War, Peace, Conflict and Change." Intercom, December 1970. $1.50. Order from Center for War/Peace Studies.

The first part of this valuable issue of Intercom contains a description of what organizations are doing and what has been recently published in such areas as world affairs, arms control and disarmament, international organization and world order, and ethics and war. The feature article is "Education on War, Peace, Conflict and Change," followed by a selected, annotated list of governmental and nongovernmental organizations, projects and programs in the war/peace field. A Bibliography of Selected Resources is included. The teacher wishing to explore possibilities for teaching about war and its prevention could well begin with this publication.

* T "An Examination of Objectives, Needs and Priorities in International Education in U.S. Secondary and Elementary Schools." A U.S. Office of Education-Foreign Policy Association study, 1969. Full report available from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Firmont Avenue, Bethesda, Md. 20014 for $24.60 in hard covers; $2.00 in microfilm, plus $.50 handling charges. A 19-page summary is available from the Foreign Policy Association.

A landmark survey that may shape the direction of international education in the future. The importance of teaching about war-peace issues is placed in the context of education for a global, interrelated society. The report is especially important for curriculum developers, but the text and papers by authorities in the full report can help teachers in broadening their views of education and in planning courses.

* T "International Education for the Twenty-First Century." A special issue of Social Education, Vol. XXXII, No. 7 (November 1968). $1.50. Order from Social Education, 1201 Sixteenth Street. N. W., Washington, D. C. 20036.

This special issue of Social Education could constitute a basic introduction to thinking about international education. Outstanding scholars and teachers contributed to a theoretically-sound, stimulating, as well as practical, issue. Among the authors and titles: Herbert C. Kelman, "Education for the Concept of a Global Society"; Kenneth E. Boulding, "Education for Spaceship Earth"; Chadwick F. Alger, "Some Problems in Improving International Education."

T International Understanding as an Integral Part of the School Curriculum. N. Y., UNESCO, 1968. $8.50. Available from UNESCO Publications Center, P. O. Box 433, New York, N. Y. 10016.

Includes such topics as audio-visual methods in teaching international understanding, the Associated Schools Project, obstacles to education for international understanding, the study of the U. N. and studying particular countries.

T International Understanding at School. N. Y., UNESCO, 1965. Write UNESCO Publications Center, P. O. Box 433, New York, N. Y. 10016.

Describes the U. N. Associated Schools Project and the activities of particular schools in the project in other countries. For information about an American pilot Associated Schools Project underway in the U. S., write Mrs. Kernochan, c/o United Nations Association, 833 U. N. Plaza, New York, N. Y. 10017.

* T King, David C., International Education for Spaceship Earth. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

Based on the U.S. Office of Education-Foreign Policy Association study of international education (see above), this book is of great value to teachers in thinking about what students now in the classroom need to know to live productive lives in the 21st century. The book helps in conceptualizing a global society or "spaceship earth," analyzes the curriculum projects in terms of their international content and approach and provides suggestions for specific units in secondary and elementary classrooms. A bibliography and a list of Resource Organizations in World Affairs are included.

* T "1970--Education at the Crossroads." UNESCO Courier, January 1970. Single copies, $.50. Available from UNESCO Publications Center, P.O. Box 433, New York, N. Y. 10016.

This beautifully-illustrated and well-written issue contains several articles of special interest to teachers. See especially "The Race between Education and Catastrophe" and "The Cost of World Armaments." The latter article contains some valuable up-to-date data on the arms race.

T Taylor, Harold, The World as Teacher. Garden City, N. Y., Doubleday, 1969.

A stimulating, important study of the need for teachers to have a world systems perspective and how this might be accomplished.

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T "Toward Better International Understanding: A Manual for Teachers." Board of Education, City of New York, Curriculum Bulletin, 1959-60 Series, No. 4. $4.50. Order from the Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, N. Y.

Suggests activities and materials at all grade levels, with sample units. Especially useful for teaching about the U. N.

* T "What Should Kids Be Taught about Peace and War?" War/Peace Report, January 1971. Singlecopies, $.60. Order from Center for War/Peace Studies.

A symposium of educators who have been working on aspects of international conflict and world order at the secondary level discuss the need and possibilities for getting teachers and students to consider war as a problem to be solved and not as something inevitable and necessary.

T "A World to Gain: A Handbook for International Education Year, 1970." U.S. National Commission for UNESCO. Single copies, $1.00. Order from Publications-Sales Section, National Education Association, 1201-16th Street N. W., Washington, D. C. 20036.

A most useful booklet for education in international understanding and human values. Includes specific suggestions for activities, materials and where to get more information.

Futurism (Including Scenarios)

* SS/AS American Friends Service Committee, In Place of War: An Inquiry into Nonviolent National Defense. N. Y., Grossman, 1967. PAP. $1.45.

Prepared under the auspices of the American Friends Service Committee, the authors contend that contemporary methods of warfare have made military defense impossible and point out the possibilities for a non-violent defense system. The book opens and closes with a gripping scenario of the situation after a nuclear bomb from an unknown source has destroyed Denver. The scenario can be used to inquire into alternative means for achieving reasonable national security.

SS/AS Chase, Stuart, The Most Probable World. Baltimore, Penguin, 1969. PAP. $1.45.

Contains short, clear, interesting and thought-provoking chapters on "The Arms Race," "Nationalism--Which Way?" and "One World." The use of descriptive detail and examples makes this a book that upper high school students can read without very much difficulty. The last chapter is a fascinating scenario of what it might be like in the year 2001--if reason prevails.

* SS/AS Ehrlich, Paul, Eco-Catastrophe! San Francisco, Calif., City Lights Books, 1969. PAP. $ .50.

A scenario by the prominent Stanford University biologist of what has happened to the world's environment by 1979. The scenario ends with a starved China invading Russia. In an "epilogue" the author points out the interrelationship between food shortages, population growth and thermonuclear war.

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*T SS/AS Kahn, Herman, Thinking about the Unthinkable. N. Y., Avon, 1962. PAP. $.95.

Will help students "think about the unthinkable," that is, nuclear war. See especially the sections on "How War Might Come" and "How a War Might Be Fought." The scenarios and games in the chapter, "Some Strange Aids to Thought" are interesting and offer important classroom possibilities.

*T SS _____ and Wiener, Anthony J., The Year 2000: A Framework for Speculation on the Next Thirty-Three Years. N. Y., Macmillan, 1967.

Parts of this heavy but stimulating volume can be of use in social studies courses. The teacher may want at least to consider the tables and charts (for example, "World Population 8000 B. C. - Year 2000"). The scenarios may be most useful of all in helping students think about alternative world futures, from nightmares to utopias. (See the scenario "Capture the Flag" in Chapter VIII titled "Other Twenty-First Century Nightmares.")

*T SS McNeill, William H., Past and Future. Chicago, Phoenix, 1964. PAP. $1.75.

A profound essay by the author of The Rise of the West on some major themes in the past, present and future, of which war is central. The section on the future is a brilliant, historically-based essay about where we seem to be headed that argues for a world government as a necessity.

* SS/AS North, Robert C., "The World of the Forthcoming Decades: A Pessimistic and Optimistic View." Social Education, Vol. XXXII, No. 7 (November 1968). Grades 9 - 12.

In three pages (670-673) a brilliant Stanford scholar outlines alternative world futures. Provides an excellent springboard for discussion about what kind of world students prefer--and how they might help achieve it.

* SS/AS Sakharov, Andrei, Progress, Coexistence and Intellectual Freedom. A N. Y. Times book. N. Y., Norton, 1968. PAP. $1.50.

A leading Soviet nuclear scientists considers where the world is headed and what can be done to avert catastrophe. An extraordinary document which students can read and think about. Harrison E. Salisbury introduces the 53-page essay and provides notes and an "afterword" titled "The World in the Year 2000."

* SS/AS "Scenarios of the Future." Survival Education Kit, No. 2. Student Forum Peace Education Center, 1865 Broadway, New York, N. Y. 10023. PAP. $.50.

Contains several very useful scenarios that can help students consider alternative futures.

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Case Studies

While the number of case studies relating to questions of war and peace is almost unlimited, here only two are considered as examples: the outbreak of World War I and the Cuban missile crisis. These afford an excellent opportunity to study a number of topics--the causes of war, crisis decision-making, escalation, misperception, etc. The two crises may usefully be compared and the question considered, "Why did one crisis result in war and the other did not?"

Vietnam has not been included as a case study on the causes of war because of the problem with sources and accurate, readable materials. Also, its controversial nature could obscure the educational value in considering war in a problem-solving way. But teachers who wish to use Vietnam as a study might well begin with the "Vietnam Curriculum," New York Review of Books, Dept. RS-1, 250 West 57th Street, New York, N. Y. 10019; $10.00 per set.

World War I

*SS/AS The American Heritage History of World War I. N. Y., American Heritage, 1964.

Contains an excellent text by S. L. A. Marshall with clear and colorful maps and pictures. The chapter titled "Farewell to an Age" is a most useful introduction to the background of the July crisis.

* SS/AS Lafore, Laurence, The Long Fuse: An Interpretation of the Origins of World War I. Critical Periods of History series. Philadelphia, Lippincott, 1965. PAP. $1.95.

A historian-novelist brings the best of both talents to the writing of this book. The author makes the reader fully aware of the various major interpretations of the causes of World War I, carefully assesses them and shows the role of men and governments. It is a lively, well-written book.

* SS Lee, Dwight E., The Outbreak of the First World War: Who Was Responsible? Problems in European Civilization series. Boston, D.C. Health, 1963. PAP.

Contains selections from various historians from different countries who interpret the causes of the war differently. This collection, with an introductory essay on the interpretations, is especially useful for Advanced Placement Modern European History courses.

SS/AS Nesbitt, William A., "The July 1914 Crisis: A Case Study in Escalation and Misperception." Some copies of the unit available for trial use. Write Center for International Programs, State Education Department, 99 Washington Avenue, Albany, N.Y. 12210.

A set of materials requiring about two weeks of class time. Included is a simulation game in which students play the roles of 1914 decision-makers, an interdisciplinary discussion of aspects of the July 1914 crisis as a case study and readings through which students inquire into causes of the war of 1914, especially various kinds of misperception.

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* SS/AS Nickels, Sylvie (ed.), Assassination at Sarajevo. Jackdaw series, No. 37. N. Y., Grossman, 1969. PAP. $2.95.

A packet of facsimile reproductions of 1914 secret documents, newspaper clippings, photographs, etc. It also contains short essays on various aspects of the assassination and its aftermath. An excellent means of making history live and putting the student squarely in the role of being his own historian.

* SS/AS Remak, Joachim, The Origins of World War I, 1871-1914. Berkshire series. N. Y., Holt, Rinehart & Winston, 1967. PAP. $2.25.

Probably the most useful short survey of the underlying and immediate causes of World War I. It is well organized, and good use of sub-heads helps the secondary school student in using the book. Chapter 3 on "Europe on the Eve: How Deep the Trouble" is an excellent discussion of the immediate background. Remak, who has also written a well-received book on Sarajevo, sees no "devils" at work in causing the war; rather, all five major powers have some responsibility, with France having the least.

T Rickards, Maurice, Posters of World War I. N. Y., Walker, 1968. Available from Nicholas Books, Box 577, Williamstown, Mass. 01267 at almost half original price.

Posters from the war are invaluable in showing how hate (and misperception) was systematically stirred up by governments to keep men fighting and people back home supporting them. What the posters convey might be compared with the study by A. P. Ponsonby, Falsehood in Wartime (N. Y., E. P. Dutton, 1928) or Morgan Read, Atrocity Propaganda, 1914-1919 (New Haven, Yale U. Press, 1941).

SS/AS Taylor, A. J. P., From Sarajevo to Potsdam. N. Y., Harcourt, Brace & World, 1965. PAP. $2.95.

While most of this well-illustrated book is about the period after World War I, the earlier parts are well worth using with students. A. J. P. Taylor's insights into the world on the eve of World War I are profound, revealing and readable.

* SS/AS Thomson, George Malcolm, The Twelve Days: 24 July to 4 August 1914. N. Y., Putnam, 1964.

A British journalist-historian's fascinating yet carefully researched account of the crisis on a day-by-day basis in the various European capitals. Thomson sees time as a great "cause" of the war; that is, there just was not enough time to stop the escalation. He also has a low opinion of the quality of decision-makers, including Edward Grey, whom he sees as having "no aptitude for leadership."

* SS/AS Tuchman, Barbara, The Guns of August. N. Y., Dell, 1962. PAP.

While most of this now-classic book is on the first month of the fighting, about the first hundred pages are concerned with the military planning, mobilizations and outbreak of war. Mrs. Tuchman is a brilliant writer who always holds the reader's attention. Her portraits of various leaders, especially the military, are devastating, witty and, sometimes, unfair. The reader keeps asking, "How could such men achieve such power and use it so irresponsibly?"

* SS/AS Tuchman, Barbara, The Proud Tower: A Portrait of the World Before the War, 1890-1914. N. Y., Bantam, 1967. PAP.

An exciting study of the social conditions and men underlying the war. The chapter titled "The Steady Drummer" on the Hague Conferences tells a great deal about the international system and sheds light on the obstacles to arms control, not only then, but now.

* SS/AS White, Ralph K., Nobody Wanted War: Misperception in Vietnam and Other Wars, rev. ed. Garden City, N. Y., Doubleday, 1970. PAP.

The first 33 pages of this highly significant, useful and readable book are on "Misperception as a Cause of Two World Wars," with an emphasis on the First. The remainder of the book is on the war in Vietnam.

Films

There are many feature films on the First World War. Some of the better-known ones are only listed here. For further information on these films and where they may be rented, write or telephone the Educational Film Library Association, 17 West 60th Street, New York, N. Y. Feature-length films: "All Quiet on the Western Front," "La Grande Illusion," "The Guns of August," "Oh, What a Lovely War!," "Over There--1914-1918" and "What Price Glory."

9.2

* AS "The Causes of World War I." A filmstrip-sound program, requiring two class periods. Educational Audio-Visual, Inc., Pleasantville, N. Y. 10570. Purchase: $18.50.

An excellent program, using contemporary photographs, drawings, cartoons, etc., in two parts. Part I shows how the war developed. Part II takes up the underlying causes, using the Sidney B. Fay framework. The last few frames of Part II ask the student to consider the present state of armaments and tensions in the light of 1914. A teacher's guide suggests questions for class discussion and topics for reports and includes a transcript of the sound.

AS "The Great War--Fifty Years After." 25 min. Color. NBC Educational Enterprises, 30 Rockefeller Plaza, New York, N. Y. 10020. Rental: $13.00.

A visit to battle sites, original clips and recollections of American veterans.

AS "Verdun." 30 min. B/W. Indiana U. Audio-Visual Center, Bloomington, Ind. 47401. Rental: $6.75.

A documentary of World War I. Includes shots of contemporary Verdun and the enormous cemetery.

Cuban Missile Crisis

* SS/AS Abel, Elie, The Missile Crisis. N. Y., Bantam, 1966. PAP. $ .95.

A lively journalistic account of the Cuban missile crisis that tells a lot about the dangers of the international system in which the lives and environment of major parts of the globe are in the hands of a few national decision-makers.

SS/AS "Confrontation: The Cuban Missile Crisis." School Marketing Inc., 1414 Avenue of the Americas, New York, N. Y. 10023. $1. 50.

A multi-media (including simulation) unit that involves the background of and build-up to the Cuban missile crisis, from not only the American but the Cuban and Russian points of view as well.

* SS/AS Kennedy, Robert F., Thirteen Days: A Memoir of the Cuban Missile Crisis. N. Y., New American Library, 1969. PAP. $ .95.

A short, easily-read account of how the crisis was handled. Sheds considerable light on Presidential decision-making and raises questions about the role of the military.

Data

Data, especially if it is presented in a clear, graphic form, can be most effective in getting students to conceptualize growing dangers to peace from several interrelated problems--population growth, deterioration of the environment, depletion of natural resources, urbanization, etc.

The Studies in International Conflict Project that has prepared this bibliography is developing a data handbook for teaching about war and peace--past, present and, especially, future--that should be available in trial form early in 1973.

* T Center for Integrative Studies, World Facts and Trends. Binghamton, N. Y., School of Advanced Technology--State University of New York.

The single most useful set of data with war-peace relevance.

* T "100 Armed Conflicts since World War II." UNESCO Courier, November 1970. Single copies, $. 50. Order from UNESCO Publications Center, P. O. Box 433, New York, N. Y. 10016.

Some very useful data presented in the course of articles on the arms race, nuclear tests, arms for developing countries and bacteriological and chemical weapons.

* T Russett, Bruce M., Trends in World Politics. N. Y., Macmillan, 1965. PAP. $1. 95.

See annotation above under "International System." Contains several important graphs on such matters as the range of destructiveness of weapons in modern history, war deaths in millions since 1820, growth of scientific journals as an indicator of the scientific explosion, etc.

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* T U.S. Arms Control and Disarmament Agency, "World Military Expenditures 1970." Washington, D.C., Bureau of Economic Affairs--U.S. Arms Control and Disarmament Agency. $.65. Order from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

An excellent source of data on arms expenditures around the world. Graphs are attractively and clearly done, with an accompanying text with further explanations.

Non-Violent Methods

* SS/AS American Friends Service Committee, In Place of War: An Inquiry into Nonviolent National Defense. N.Y., Grossman, 1967. PAP. $1.45.

An excellent presentation of the non-violent approach to national defense. The scenario that opens and closes the book is an extremely useful device for getting students to think about the problem of adequate defense by traditional means in a nuclear age. A useful bibliography included.

T Bondurant, Joan, The Conquest of Violence. Berkeley, Calif., U. of California Press, 1969. PAP. $1.95.

Gandhian Satyagraha methods are analyzed carefully. Perhaps no book better presents the various aspects of Gandhi's methods in action.

T Sharp, Gene, Exploring Non-Violent Alternatives, Boston, Porter Sargent, 1970.

An exploration of national defense by non-violent means. Chapter 1 contains a use categorization of possible ways to respond to conflict, from violent to non-violent. Chapters relevant for war-peace studies include: "The Technique of Non-Violent Action" and "National Defense without Armaments."

* SS/AS _____, "'The Political Equivalent of War'--Civilian Defense." International Conciliation, No. 555 (November 1965). $.50. Order from Taplinger Publishing Co., 29 East 10th Street, New York, N. Y. 10003.

A well-known international relations specialist discusses the difficulties of meaningful security through military means and the advantages of a civilian, non-violent defense system.

* T SS/AS Weinberg, Arthur and Lila (eds.), Instead of Violence: Writings by the Great Advocates of Peace and Nonviolence Throughout History. Boston, Beacon, 1963. PAP. $2.75.

In reverse chronological order, a collection of short readings from Pope John XXIII to Lao-tse (c. 550 B.C.). Authors include Martin Luther King, Tolstoy, Hermann Hesse, Mark Twain and Thoreau. A rich source of readings.

SS/AS Zahn, Gordon, An Alternative to War. N. Y., Council on Religion and International Affairs, 1963. PAP. $.50.

A clear, brief (32 pages) argument by a well-known authority for the use of non-violent methods in place of war.

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Books and Bibliographies on Simulation Games

* T Boocock, Sarane S. and Schild, E. O. (eds.), Simulation Games in Learning. Beverly Hills, Calif., Sage Publications, 1968. $8.50.

A collection of excellent pieces on simulation by two of the best in the field.

* T Carlson, Elliot, Learning through Games. Washington, D. C., Public Affairs Press, 1968. $4.50.

A well-written and thorough examination of simulation as a learning device.

* T Klietsch, Ronald G. and Wiegman, Fred B., Directory of Educational Simulations, Learning Games and Didactic Units. Saint Paul, Minn., Macalester College Simulation Center.

While many of the simulations listed are not on subjects relating directly to war and peace, there are many that are appropriate. The descriptions of simulations are most useful and include such categories as operating time, grade level, number of participants, cost and where to order.

* T Nesbitt, William A., Simulation Games for the Social Studies Classroom. N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971. PAP. $2.50.

While the book is about simulation games in general, it stresses international aspects of simulation. It also contains a selected list of simulations, with brief descriptions, and how to order them. Especially useful for the teacher who is interested in the possibility of using simulations and possibly designing his own but has no previous experience.

T Twelker, Paul A., Instructional Simulation Systems: An Annotated Bibliography. Prepared by Teaching Research, Oregon State System of Higher Education, Corvallis, Ore., 1969.

Perhaps the most exhaustive bibliography on simulation available.

III. RESOURCE ORGANIZATIONS

For a more extensive list of organizations in the whole world affairs area, see David C. King, International Education for Spaceship Earth, 2nd ed. (N. Y., Thomas Y. Crowell for the Foreign Policy Association, 1971), the chapter titled "Resources for Teachers," pp. 28-80.

Academy of World Studies, 1844 Union Street, San Francisco, Calif. 94123.

An organization to promote the study of earth as a system or of "spaceship earth." Will help teachers in finding appropriate materials.

Ad Hoc Committee for Introducing Peace-Related Material at the Secondary School Level, c/o Nathaniel F. Glidden, Horace Mann School, 231 West 246th Street, Riverdale, N. Y. 10471.

Has available syllabi of school courses on war and peace. Members of the Committee will serve as consultants or speakers to school programs.

American Friends Service Committee, 160 North 15th Street, Philadelphia, Pa. 19102.

Teachers interested in the Quaker point of view on war-peace matters will find the AFSC's publications and services of a high level. Also holds conferences and workshops and provides speakers.

Atlantic Information Centre for Teachers, 23-25 Abbey House, 8 Victoria Street, London SW 1, England.

Publications of the Centre will be of interest to American teachers. "The World and the School" is published three times a year and contains articles and book reviews that will aid the teacher in the area of world affairs. The ad hoc Crisis Papers are short pamphlets for students and teachers on particular problems.

Carnegie Endowment for International Peace, 345 East 46th Street, New York, N. Y. 10017.

Maintains a library that can be of great value to teachers doing research. Its publication, International Conciliation, is often useful.

Center for Teaching about Peace and War, Wayne State University, 784 University Center Building, Detroit, Mich. 48202.

While its focus is on the Detroit area, some of this organization's materials and resources may be helpful to teachers.

* Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Col. 80210.

Provides a number of services and experimental materials. Write for further information.

Center for the Study of Democratic Institutions, P.O. Box 4446, Santa Barbara, Calif. 93103.

Has many inexpensive booklets and audio-tapes ($7.50 each) in the war-peace area. See especially materials that were developed from the Center-sponsored Pacem in Terris II Convocation. Send for catalogue of publications.

* Center for War/Peace Studies, 218 East 18th Street, New York, N.Y. 10003.

An organization with a nation-wide reach in helping schools and school systems improve their teaching about aspects of international conflict and conflict resolution. Will assist in arranging programs, workshops, conferences, etc. Services will include the largest collection of school materials in the war-peace area.

Council on Religion and International Affairs, 170 East 64th Street, New York, N.Y. 10021.

An interdenominational organization concerned with ethical and religious considerations and international affairs. Publishes a range of materials of interest to schools.

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* Educational Film Library Association, 17 West 60th Street, New York, N. Y. 10023.

A non-profit clearing house for schools and organizations. Will respond to requests for information by phone or letter. Various publications, including the Film Evaluation Guide. Maintains a large file of film evaluations and references.

SIMILE II, P. O. Box 1023, La Jolla, Calif. 92037.

A leader in the development of school simulation games, this organization's newsletter will help teachers identify suitable games for teaching about war and peace.

* United Nations Association of the United States, 833 U. N. Plaza, New York, N. Y. 10017.

The best place to go for help in teaching about the United Nations. A well-indexed School Resource Collection of U. N. and U. N. -related materials is available to teachers.

United States Department of State, Office of Media Services, Bureau of Public Affairs, Washington, D. C. 20402.

Issues several publications and films suitable for schools and provides other services. For full information send for "A Pocket Guide to Foreign Policy Information, Materials and Services of the U. S. State Department," Department of State Publication #8382, U. S. Government Printing Office, Washington, D. C. 20402. $. 20.

* World Law Fund, School Program, 11 West 42nd Street, New York, N. Y. 10036.

Provides a wide range of services and materials on world order. The Fund's "Ways and Means" newsletter has practical information and teaching suggestions that teachers will find most useful. Send for the "World Order Study Materials" annotated list.